



LITERARY FINDINGS

A Peer Reviewed International Journal of Multidisciplinary Research - ISSN: 2278-2311

லிடெரி ஃபைண்டிங்ஸ்

பல்துறை ஆய்வுக்கான பன்னாட்டு ஆய்விதழ்

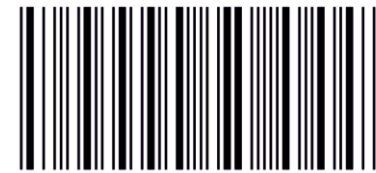
ISSN 2278-2311



OCTOBER - 2024

KONGUNADU PUBLICATIONS
INDIA PRIVATE LIMITED

ISSN : 2278-2311



2 2 7 8 2 3 1 1

Web : <https://www.booksindia.org.in>



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A Peer Reviewed International Journal of Multidisciplinary Research - ISSN : 2278-2311

VOL: 13

OCTOBER - 2024

ISSUE: 4

இலக்கிய கண்டுபிடிப்புகள் (LITERARY FINDINGS) என்னும் பொருள் கொண்ட இவ்விதழை இந்திய புத்தக சந்தையில் வளர்ந்து வரும் நிறுவனமான கொங்குநாடு பப்ளிகேஷன்ஸ் (இந்தியா) பி.லிட் வெளியிட்டு வருகிறது.

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KONGUNADU PUBLICATIONS INDIA PRIVATE LIMITED

590, Ganapathi Nagar, Ganapathipalayam, Karur Main Road, Erode - 638153.

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லிட்ரெரி ஃபைண்டிங்ஸ்

பல்துறை ஆய்வுக்கான பன்னாட்டு ஆய்விதழ்

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A Peer Reviewed International Journal of Multidisciplinary Research - ISSN : 2278-2311

VOL: 13

OCTOBER - 2024

ISSUE: 4

WIDENING PARTICIPATION IN INDIAN MOOC 'SWAYAM' – STRATEGIES TO INFLUENCE STUDENTS

Mrs. J. P. Ananthi

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Abstract

Massive Open Online Courses (MOOCs) like SWAYAM have emerged as a transformative force in India's education landscape by offering quality learning resources to a diverse audience. Launched in 2017 by the Ministry of Education, SWAYAM seeks to democratize education through flexible and affordable online courses created by top Indian institutions like IITs, IIMs, and NPTEL. This platform aligns with the objectives of the National Education Policy (NEP) 2020, emphasizing inclusive access to learning for underserved communities. With a focus on bridging educational inequalities, enhancing digital literacy, and creating a comprehensive ecosystem for lifelong learning, SWAYAM has significantly impacted the Indian education system. The continuous development and expansion of SWAYAM, through initiatives like SWAYAM 2.0 and partnerships with educational institutions, make it a pivotal tool for achieving educational equity and preparing learners for a knowledge-driven economy.

Key Words: MOOCs, SWAYAM, Inclusive Education, Digital Learning.

I Introduction

Massive Open Online Courses (MOOCs) have revolutionized the global education landscape by making quality learning accessible to diverse learners. In India, the Ministry of Education launched the 'SWAYAM' platform to democratize education and provide free or low-cost online courses to learners from various backgrounds. An acronym for "Study Webs of Active-Learning for Young Aspiring Minds," SWAYAM serves as a gateway for inclusive and flexible learning opportunities across disciplines, catering to a broad spectrum of students, professionals, and lifelong learners.

Since its inception, SWAYAM has played a pivotal role in bridging educational inequalities by offering courses developed by top-notch Indian institutions such as the IITs, IIMs, and NPTEL. The platform aligns with the objectives of India's National Education Policy (NEP) 2020, which emphasizes

universal access to quality education and the use of technology to enhance teaching and learning experiences.

Widening participation in SWAYAM involves ensuring that the benefits of this innovative educational initiative reach not just urban and privileged learners, but also those from rural, underserved, and marginalized communities. This includes addressing barriers such as digital literacy, internet connectivity, and awareness of such platforms. By leveraging local languages, promoting inclusive course content, and collaborating with stakeholders, SWAYAM aims to uplift diverse learners and contribute to the vision of an empowered and educated nation.

II SWAYAM

Early Stages

- **Launch:** SWAYAM was launched in 2017 with the aim of providing high-quality educational content to learners.
- **Initial Courses:** The platform started with a limited number of courses offered by various universities and institutions.

Expansion and Growth

- **Increased Course Offerings:** Over the years, SWAYAM has expanded its course offerings to include a wide range of subjects across different disciplines.
- **Partnerships:** The platform has partnered with numerous universities, institutions, and subject matter experts to develop and deliver quality courses.
- **Technological Advancements:** SWAYAM has continuously adopted new technologies to enhance the learning experience, such as interactive content, assessments, and discussion forums.

Key Milestones and Achievements

- **Massive Reach:** SWAYAM has reached millions of learners across India, providing them with access to quality education.
- **Recognition:** The platform has received recognition and awards for its contribution to education.
- **Impact:** SWAYAM has played a crucial role in bridging the digital divide and providing opportunities for learners in remote areas.

Ongoing Development

- **SWAYAM 2.0:** The platform is continuously evolving, with SWAYAM 2.0 being launched to further enhance its capabilities and reach.
- **Integration with Other Initiatives:** SWAYAM is being integrated with other national education initiatives to create a comprehensive ecosystem for learners.
- **Focus on Quality and Accessibility:** The platform remains committed to providing high-quality education that is accessible to all learners.

III Why MOOCs like SWAYAM?

Massive Open Online Courses (MOOCs) like SWAYAM have become pivotal in transforming the Indian education system and expanding learning opportunities for millions. The key reasons for promoting and adopting MOOCs such as SWAYAM include:

1. **Democratizing Education:** SWAYAM addresses the need to make quality education accessible to all, irrespective of socio-economic background, geographical location, or age. By offering a vast array of courses from India's premier institutions for free or at nominal costs, it reduces barriers to education and promotes equity.
2. **Flexibility and Convenience:** Learners can access SWAYAM courses anytime and from anywhere, enabling working professionals, school students, college-goers, and lifelong learners to pursue knowledge without disrupting their regular schedules. This flexibility supports continuous learning and skill development.
3. **Diverse Course Offerings:** With a curriculum that spans fields such as engineering, humanities, science, management, and technology, SWAYAM caters to a wide range of interests and academic requirements. Learners can choose from various courses, certificate programs, and credit-bearing courses that contribute to their educational goals.
4. **Quality Content from Top Institutions:** Courses on SWAYAM are created by reputed Indian institutions like IITs, IIMs, and NPTEL. This ensures that learners have access to high-quality content that meets the standards of national and international education systems.
5. **Alignment with National Policies:** SWAYAM aligns with India's National Education Policy (NEP) 2020, which emphasizes technology in education, blended learning models, and lifelong learning. By integrating MOOCs into mainstream education, the government aims to enhance the reach and effectiveness of education.
6. **Skill Enhancement and Employability:** SWAYAM offers courses that focus on skill development, employability, and career growth, which is crucial in today's competitive job market. Learners can gain industry-relevant skills and certifications that enhance their job prospects.
7. **Bridging the Digital Divide:** Through initiatives like SWAYAM PRABHA (a group of 34 DTH channels broadcasting educational content), SWAYAM aims to reach learners who have limited access to the internet. This multi-modal approach ensures that MOOCs can serve a diverse audience.

MOOCs like SWAYAM, thus, play a transformative role in promoting inclusive, flexible, and quality education, contributing to the larger goal of an educated and skilled workforce.

IV The Future of SWAYAM: A Bright Outlook

Massive Open Online Courses (MOOCs) like SWAYAM have revolutionized education, offering accessible and affordable learning opportunities to millions worldwide. As technology continues to advance, the future of MOOCs looks promising with several key trends emerging:

1. Enhanced Personalization:

- **Adaptive Learning:** MOOCs will increasingly leverage AI to tailor content and pacing to individual learners' needs and preferences.
- **Personalized Learning Paths:** Learners will be able to create customized paths based on their goals, interests, and prior knowledge.

2. Integration with Traditional Education:

- **Credential Recognition:** MOOCs will play a more significant role in formal education, with institutions offering credit or certification for completing MOOC courses.
- **Hybrid Learning Models:** MOOCs will complement traditional classroom instruction, providing additional resources and flexibility.

3. Expanded Course Offerings:

- **Micro-Credentials:** MOOCs will offer a wider range of short-term courses focused on specific skills or topics, allowing learners to acquire specialized knowledge.
- **Industry-Specific Training:** Partnerships between MOOC platforms and industries will ensure that courses align with current market demands and provide relevant skills.

4. Improved Accessibility:

- **Language Localization:** MOOCs will be available in multiple languages to reach a global audience.
- **Accessibility Features:** Platforms will incorporate features to accommodate learners with disabilities, such as closed captioning, screen readers, and alternative input methods.

5. Social and Collaborative Learning:

- **Virtual Communities:** MOOCs will foster online communities where learners can connect, collaborate, and support each other.
- **Gamification:** Incorporating game-like elements can enhance engagement and motivation.

6. Blockchain Technology:

- **Verifiable Credentials:** Blockchain can be used to issue tamper-proof certificates and credentials, ensuring the authenticity and security of MOOC completions.

While MOOCs face challenges like high dropout rates and limited interaction, their potential to democratize education and provide lifelong learning opportunities is immense. As technology continues to evolve, we can expect MOOCs to play an increasingly important role in shaping the future of education.

V Strategies to influence students

Some strategies to influence students and encourage them to enroll in SWAYAM courses:

1. Targeted Outreach and Marketing:

- **Social Media Campaigns:** Utilize popular platforms like Facebook, Instagram, and Twitter to reach a wider audience and promote SWAYAM's benefits.
- **Educational Institutions:** Collaborate with schools, colleges, and universities to integrate SWAYAM courses into their curriculum or recommend them to students.
- **Community Outreach:** Engage with local communities through events, workshops, and awareness programs to highlight the advantages of SWAYAM.

2. Personalized Recommendations and Guidance:

- **AI-Powered Recommendations:** Use artificial intelligence to suggest courses based on students' interests, career goals, and previous academic performance.
- **Personalized Learning Paths:** Create customized learning paths to cater to students with different learning styles and paces.
- **Mentorship Programs:** Connect students with mentors who can provide guidance, support, and motivation.

3. Financial Incentives and Scholarships:

- **Government Subsidies:** Advocate for government subsidies or financial aid to make SWAYAM courses more affordable for students from disadvantaged backgrounds.

- **Corporate Sponsorships:** Partner with corporations to offer scholarships or discounts for their employees or their children.
- **Student Loan Programs:** Explore the possibility of including SWAYAM courses in student loan programs.

4. Quality Assurance and Accreditation:

- **Rigorous Evaluation:** Ensure the quality of SWAYAM courses through regular evaluations and feedback from learners.
- **Accreditation:** Work towards obtaining accreditation for SWAYAM courses from recognized educational bodies.
- **Certificate Recognition:** Promote the recognition of SWAYAM certificates by employers and educational institutions.

5. Gamification and Interactive Elements:

- **Badges and Rewards:** Implement a gamification system with badges, rewards, and leaderboards to motivate students and encourage engagement.
- **Interactive Content:** Use multimedia resources, simulations, and quizzes to make learning more engaging and effective.
- **Collaborative Projects:** Foster a sense of community and collaboration through group projects and discussions.

6. Language Accessibility and Localization:

- **Multilingual Courses:** Offer courses in multiple languages to cater to a diverse student population.
- **Regional Content:** Develop courses that are relevant to specific regions and cultures.

By implementing these strategies, SWAYAM can effectively widen its reach and attract a diverse range of students, making it a valuable resource for education and lifelong learning.

VI Conclusion

SWAYAM has successfully leveraged technology to provide inclusive, accessible, and high-quality education to millions of learners across India. By expanding its reach, offering a wide range of courses, and addressing key barriers such as digital literacy and language diversity, SWAYAM plays a crucial role in widening participation and fostering lifelong learning. The platform's alignment with national educational goals, integration with other initiatives, and continuous innovation underscore its potential to shape the future of education in India. With sustained efforts and strategic partnerships, SWAYAM can further enhance its impact, ensuring that every learner, irrespective of background or location, has the opportunity to benefit from quality education and skills development.

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LITERARY FINDINGS

A Peer Reviewed International Journal of Multidisciplinary Research - ISSN : 2278-2311

VOL: 13

OCTOBER - 2024

ISSUE: 4

EFFECT OF LIFE SKILL EDUCATION ON HIGHER SECONDARY STUDENTS RESPECT IN ACADEMIC ACHIEVEMENT

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Abstract

A nation's pillars are its students. They need to have the academic and life skills they need to deal with the many challenges that life throws at them. Schooling is not simply a data granting or a thing to be learned, however a method for making a social climate which is to outfit a source for unconstrained sentiments so that man, as an individual and as a cognizant citizen, is allowed to create, or one can likewise say with the goal that he, as a person furthermore, an individual from the general public, is allowed to develop." "Life and Society demands not only the mastery of intellectual capabilities ourselves," states the Indian School Education Commission. The holistic development of one's personality, mind, moral character, and love and respect for all that is good and valuable in life and society ought to be the primary objective of education. Education is an important tool for equipping people with the skills they need to thrive in a complex society, work productively, and be active, responsible citizens.

Keywords: Life Skill Education, Higher Secondary Students, Skill Development.

Introduction

In addition to physical and sexual development, adolescence is also a time of emotional, intellectual, and social growth. This is the stage when competitors and sportspeople arise. Life skill education addresses children's and young people's educational needs to better prepare them to live safely in the modern world. It will probably make them less likely to engage in various risky behaviors. The capacity for adaptable and constructive behavior that enables individuals to effectively deal with the demands and difficulties of

everyday life are referred to as life skills. Life skills are specifically prioritized in schools with a focus on social and emotional development for children and young people. These abilities likewise empower young people to interpret mindfulness, information, and values into uplifting outlooks, activities, and ways of behaving.

The school is a formal and well-organized institution that has a significant impact on how students grow and develop as individuals. Many social, ethnic, and interregional problems can be solved through education. Education's role extends beyond individuality to include the growth of personalities as well. This can happen when one tunes in, attempts, lastly secures information. Fundamental abilities allude to the capacities for adjusting to the requesting elements of day to day existence, and likewise to take care of issues really and think fundamentally. It includes having a high self-esteem, making decisions, thinking critically and analytically, using words well, being able to negotiate, being assertive and building relationships. Present personalities must be nurtured so that they can protect themselves as global leaders in the future. It should be taught from an early age.

How to define life skills using a method

There are a few steps involved in creating a research design to find out how life skills education affects how well students do in school. The research strategy and design are summarized as follows:

❖ The Background and Introduction

Problem of the Study: Research what fundamental abilities training means for the scholastic exhibition of higher auxiliary understudies. Purpose: to determine whether life skills instruction improves academic performance.

Research Questions:

Do teaching students life skills improve their academic performance?

Which explicit fundamental abilities contribute most to scholarly achievement?

How do students think life skills training affect their academic performance?

❖ Literature Review

Examine the existing research on the relationship between academic performance and life skills education. Find where the literature is lacking. Think about how life skills (like better study habits, better time management, and less stress) might affect academic performance.

❖ Research Design

Type of Research: Blended strategies approach consolidating quantitative and subjective information. Participants: Students from various schools' higher secondary schools. Method of sampling: stratified random sampling to ensure that a variety of demographics are represented.

❖ Quantitative Methodology

Hypothesis: Compared to students who do not receive life skills instruction, those who do will perform better academically.

Variables

Individually Variable: Course on life skills education. Variable with Dependence: Scholastic execution (estimated by grades, test scores, and so on.)

Collection of Data

Measures of academic performance before and after the test. assessments of students' life skills prior to and following the program.

Analysis

Compare academic performance before and after the test. To determine significance, employ statistical techniques like t-tests and ANOVA

❖ Qualitative Approach

Purpose of the Qualitative Approach: to learn more about the experiences and perceptions of students.

Information Assortment:

Participants in the life skills program from focus groups in-depth interviews with administrators and teachers.

Analysis:

To locate recurring themes and patterns in the data, thematic analysis is used.

❖ Implementation of Life Skills Education

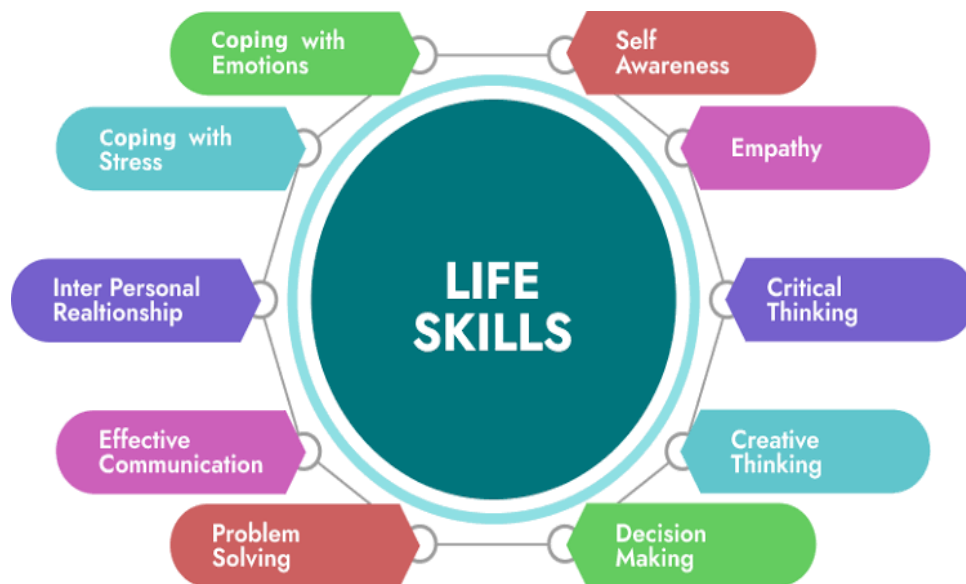
Create a curriculum that teaches fundamental life skills like problem-solving, time management, and communication. Train educators to convey the program. Set a time frame for the program, such as a semester.

❖ Information Investigation and Translation

Quantitative information: testing hypotheses with statistical analysis. The qualitative data: utilizing coding and thematic analysis to comprehend the experiences of students. Triangulation: Integrate quantitative and qualitative data findings to arrive at comprehensive conclusions.

Relationship between's Fundamental ability Training and Scholarly Execution

Abilities that empower people to oversee and control their physical and profound state actually are named fundamental abilities. Fundamental abilities, for example, thought, independent direction, decisive reasoning, confidence, adapting to pressure, adapting to feelings, and relational abilities, play a significant job in different social conditions in which the present person's should live in a sound and blissful way. The fact that the difficult period between childhood and adulthood known as adolescence is referred to as the time when adolescents bring about rank changes in every aspect of their lives. Due to the changes that adolescents experience in their environments, the idea that life skills education should be implemented on an individual level has emerged.



Fundamental ability schooling is instructed to young people when they notice the risk they have figured out how to forestall and the debacles they have played it safe against in light of the fact that the juvenile is noticed in a roundabout way to assimilate the schooling of new occasions that he doesn't make for himself. The person begins to demonstrate leadership qualities. People in society are able to collaborate and share knowledge in this way. Simultaneously, people with fundamental abilities forestall crime percentages or other hurtful ways of behaving in the general public.

Methodology and Design of the Study:

Life skill education has expanded in many different directions, and the goals have changed and grown over time. Life skill education has received attention, approval, and emphasis for its inclusion in the school curriculum at various stages as a result of increased student transition to higher education and the work domain. The current Education Commission (from 1966 to 1966) also emphasized the importance of education in preparing workers for the workplace. It is essential that schooling beats the test of a "imposing hole" existing today between what the understudies realize in school and what the general public requirements for "greatness". Participation in social services, environmental education, and inclusive education by college and school students will significantly halt the decline in educational standards. The liberal arts concept (Bachelor's Degree), communication skills, interpersonal relationships, office management, and activities related to the workplace are all part of this education. The purpose of this study was to determine the issues that students in higher secondary schools face with life skills and the solutions to those issues.

The Study's History

Adolescents, especially those in higher secondary education, are a unique group going through a period of transition in their growth, development, identity formation, gender role formation, development of reproductive sexuality, and awareness of various health and health-related issues. If hostile or negative conditions are a part of their daily lives, adolescents become vulnerable and face life-threatening consequences. While providing these adolescents with an individually tailored, up-to-date program can enhance their confidence, health, and general well-being, the communication gap tends to undermine the effectiveness of the school health educational resource centers as a source of assistance.



The life skills are the personal and social skills that help people make good decisions and act responsibly. These skills are essential for people who want to make good decisions, avoid being influenced by negative peer pressure, become dependent on drugs and alcohol, ignore their schoolwork, and let foolish thinking about random risk subjects get in the way of doing their jobs, like answering the question about joining a terrorist organization. As a result, there is a growing body of evidence to suggest that making investments in the health and development of adolescents should be a top priority. In a study, however, the process of developing life skills is still planned and managed inconsistently. In spite of these necessities and developing collection of proof, the LSE has been immersing in a few metropolitan schools of India wastefully up somewhat in light of the absence of a significant growing experience, low solace setting, and instructors' mess up.

Result and Findings

Education in life skills can have a significant impact on students' academic performance in higher secondary schools. Several studies have produced the following significant findings and outcomes:

- Enhanced Academic Achievement:** Education in life skills frequently improves academic performance. Learning skills like critical thinking, problem-solving, and time management can help students do better in school.
- Improved Social and Emotional Competence:** Education in life skills helps students develop the emotional and social skills necessary for academic success. Abilities like sympathy, correspondence, and stress the executives can make a positive learning climate and work on understudies' capacity to deal with scholastic tensions.
- Engagement and motivation are raised:** Life skills classes can help students become more interested in and motivated in their studies. Students are more likely to be interested in and invested in their education when they can relate what they are learning to real-world situations.

Conclusion:

Education in life skills has a significant positive effect on students' academic performance in higher secondary schools. Life skills education helps students better manage academic challenges by giving them essential skills like critical thinking, problem-solving, communication, and emotional regulation. A holistic approach to education, enhanced student engagement, and a supportive learning environment are all facilitated by these skills. As a result, students are better able to perform academically, improve their mental health, and acquire skills that are useful beyond the classroom. All in all, coordinating fundamental abilities schooling into the educational program is vital for the general turn of events and scholarly outcome of higher auxiliary understudy.

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லிட்ரெரி ஃபைண்டிங்ஸ்

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LITERARY FINDINGS

A Peer Reviewed International Journal of Multidisciplinary Research - ISSN : 2278-2311

VOL: 13

OCTOBER - 2024

ISSUE: 4

A COMPARATIVE STUDY ON DEEP LEARNING BASED DEPRESSION DETECTION

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Abstract

Depression is a prevalent yet dangerous mental illness. However, the majority of individuals with depression do not seek medical attention for this issue. However, the usage of social media sites like Twitter is growing incredibly quickly. Using this social media data, we may employ a variety of machine learning approaches to determine a user's mental health status, with a particular focus on depression. One of the greatest methods for identifying sadness in text data is to look for texts that indicate negativity. In this survey, we addressed several methods for identifying depression. We developed a system that uses a variety of machine learning approaches and deep learning approaches to analyze user data and activity to determine whether or not a person using social media is depressed.

Keyword: Depression Detection; Machine Learning; Deep Learning; Natural Language Processing; Twitter; Social Media.

I INTRODUCTION

People now frequently use these social media sites to express their feelings and emotions to others through their feeds. As a result, we can now analyze the depression of these individuals with the aid of this easily accessible social media content. The potential for early identification and monitoring of mental health concerns has led to significant attention being paid to the detection of depression from user-generated

content on social media sites. Depression is a prevalent mental health condition that affects a substantial number of individuals worldwide [1]. It is characterized by persistent feelings of sadness, loss of interest, and impaired functioning, leading to a significant decline in overall well-being and quality of life [2]. Timely detection and intervention are crucial for the effective management and treatment of depression. Left untreated, depression can lead to severe impairments in personal, social, and occupational functioning [3]. It has a profound impact on a person's life, altering their eating, sleeping, and overall patterns of thought about themselves. When someone is depressed and loses interest in almost anything useful, it is the worst mental condition they can be in and they are unable to get out of it. Depression is brought on by a variety of biological, social, and psychological factors[4]. In addition, depression can lead to various medical conditions. When depression strikes people between the ages of 15 and 29, self-destruction is the likely cause of mortality. People and social media users would undoubtedly benefit from using a machine learning and deep learning approach to detect depression in order to identify and anticipate depression risk. Social media users can also benefit from early intervention to overcome depression.

On social networking sites like Reddit or Twitter, a machine learning technique called supervised learning can analyze and create a model from messages. Numerous elements, including as users' tweets, posts, responses, post times, emotions, and more, might help identify depression.[5] In this situation, social media is a tool that can be investigated for the purpose of identifying individuals who are depressed. This is because those who experience depression often conceal their illness, making it challenging for a professional to make a diagnosis. Additionally, depression may be concealed in social media posts. Investigating language use on social media so becomes a worthwhile path. In particular, preventive actions can be implemented more effectively with early identification on social media. Given the task of large-scale data analysis, one can employ automated methods or direct evaluation methods, such those carried out by an expert [6].

II LITERATURE REVIEW

Depression, mental health, and social media mining are three interdisciplinary fields that intersect in the detection of depression from social data. In this section, we go over the body of research on depression detection as well as contemporary developments in the field, including everything from early conventional techniques to the use of social media data in the present.

A. Traditional Depression Detection

Research on depression began well before the Internet era, as researchers realized how serious the issue[7],[8]. The majority of the questionnaires used in these investigations were dependent on the user. The Beck et al. [7] depression questionnaire consists of 21 items that are primarily used to assess the mental health of the users. The CES-D Scale [8] is similarly predicated on 20 questions. The majority of these inquiries concern mental health issues, such as guilt feelings and sleep habits. Either multiple choice questions with variable scores or a question asking users to rate the severity of their situations are included in the questionnaires. The overall score is used to further diagnose the depression level.

B. Machine Learning Based Depression Detection

Researchers have recently begun using user-generated data on social media platforms which have gained popularity as a means of expressing one's inner self to detect sadness and provide mental health services. The first study to examine the vocabulary used on Twitter to convey depressive emotions was Park et al. [9]. They looked at the depressed attitudes and actions of Twitter users in more detail [10]. They measured the association between the Twitter data and in-person interviews they did for their study. Additionally, social media data was examined by De Choudhury et al. [11] for the prediction of "major depressive disorders." A. Noureen et al.[18] discussed several forms of human psychotic behavior and also

tackled the problem of depression. The authors also provided an introduction to the many types of algorithms that can be applied to the model-implementation process in sentiment analysis. The problem statement of depression identification was emphasized by P. Arora et al.[19], who also put in place a system for depression detection. In the suggested solution, the authors explicitly used Support Vector Machine and Naïve Bayes classifiers.

The Twitter API was utilized by M. Deshpande et al.[20] to retrieve the Twitter feed in order to create a dataset. For classification purposes, the authors also used the same Naïve Bayes and Support Vector Machine techniques. The significance of requirement engineering was outlined by Nikhil T. More et al.[21], who also emphasized the typical challenges that people have when doing requirement engineering. This document proved to be helpful to us while we carried out our project.

C. Deep Learning Based Depression Detection

Similar to this, Trotszek et al. [12] suggested a deep learning-based technique for social media platform early depression identification. Using CNN, they assessed several word embeddings and contrasted the outcomes with user-level linguistic metadata-based classification. Numerous studies on the identification of important communities and influence maximization have been published [13][14]. They can aid in the analysis of how communities contribute to the spread of depression via social networks. Methods based on learning can also be used to predict the emotion category. Text data that has been embedded is fed into a model or classifier. The associated emotion probabilities are the output, and the input can be provided segment-wise or in a sliding window format. For the purpose of extracting emotive features through the use of a text analysis framework for word count and linguistic inquiry, Ghosh et al. [15] presented an LSTM-RNN-based Affect Language Model [16]. A few of the techniques discussed in earlier sections transform the input text into a vector format in latent space such that two words that are semantically similar stay close to each other in the latent space. . This method is called word embedding. Word2Vec [17]. It is very important to determine the severity of depression for a proper understanding as illustrated in figure 1.

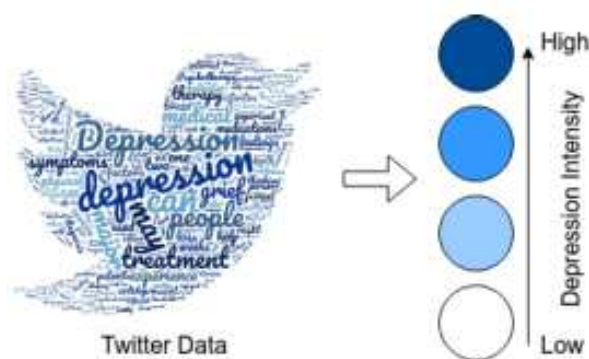


Fig.1 Depression intensity analysis from social media on BDI-II scale

This project aims to determine whether machine learning techniques can be used to detect depression from user tweets. Our goal is to create a reliable and effective predictive model that can identify people who could be at risk of depression by examining a dataset of tweets. This study has the potential to aid in the creation of cutting-edge digital health resources that support those in need of mental health care and enable early intervention.

The development of specific datasets for depression diagnosis is sometimes hampered by time and budgetary restrictions. By repurposing an existing dataset that was initially intended for sentiment analysis and adapting it for depression diagnosis using custom algorithms that are economical and in line with real-world resource restrictions, the study aims to close the gap.

Furthermore, thorough comparative studies of classic machine learning and transformer model combinations for depression identification are frequently absent from the literature currently in publication. The performance of several deep learning models, such as RoBERTa, SqueezeBERT, DeBERTa, DistilBERT, logistic regression, Naive Bayes, and random forests, is assessed in this work in order to compare their efficacy in identifying depressing content.

In a different study, Hassan et al. [12] compared three classifiers: SVM, Naïve Bayes (NB), and Maximum Entropy (ME) in relation to the subject and provided machine learning algorithms for sentiment analysis. They noticed that SVM outperforms NB and ME in terms of results.

The afore mentioned studies have provided numerous valuable methods for determining depression severity, but they have certain drawbacks. For example, no real-world experiment was conducted to see whether the suggested models were effective. This suggested model generates postings from Twitter and Facebook and uses a machine learning model to identify whether a person is susceptible to depression.

III PROPOSED SYSTEM

This study presents a structural model that uses users' social media posts to determine their level of depression.

A. *K-Nearest Neighbors (KNN)*

One categorization algorithm that makes the assumption that comparable objects reside nearby is KNN. The new case is categorized into the most similar category to the available categories based on the algorithm's assumption that the new instance and its data are similar to the examples that are already available. It keeps track of all the information that is accessible and uses similarity to categorize fresh data points.

B. *Logistic function*

For classification issues with two possible outcomes, logistic regression predicts the probability. For classification issues, it is an expansion of the linear regression model. The logistic function is used by the logistic regression model to compress the output of a linear equation between 0 and 1, as opposed to fitting a straight line or hyperplane.

C. *Multi-Layer Perceptron (MLP)*

The input layer receives the input signal to be processed; the output layer completes the necessary task of classification; and the true computational engine of the multi-layer perceptron (MLP) is an arbitrary number of hidden layers positioned between the input and output layers. The MLP is a supplement to the feedforward neural network.

D. *Support Vector Machine and Naïve Bayes*

The method is described in Figure. 2. The SVM classifier and the Naive Bayes classifier are the two characteristics of the system. A discriminative classifier with an isolating hyperplane as its official identifier is called a Support Vector Machine (SVM). Put differently, using supervised learning with marked training data, the technique produces an optimal hyperplane that classifies new models. A line that divides a two-dimensional space into two pieces, with each class lying on either side, can be represented as a hyperplane. A group of characterizing algorithms that rely on Bayes' Theorem are known as naive Bayes classifiers. It is

a single algorithm well, a collection of algorithms where each algorithm is free of the others, for example, by sharing a common standard.

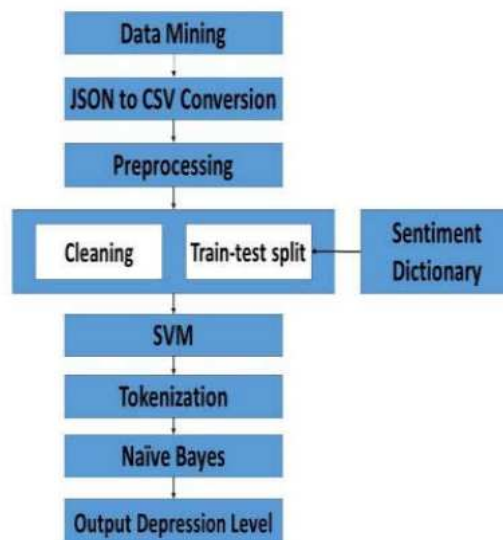


Fig.2 Proposed Method

It has two data sets as well. The first one is the Sentiment Dictionary [14] training dataset, which has close to 8000 signature keywords in it. The first column in this data set comprises signature terms, and the second column comprises binomial sentiment (Positive, Negative). User-generated SNS postings make up the second dataset.

In order to assess how well different natural language processing models classified depression in Twitter tweets, we carried out a comparative analysis of them using the framework. We evaluated the categorization accuracy of these models by comparing the results they produced. The depression dataset is created by combining the dataset with a corpus of terms associated with depression. The dataset is then subjected to additional preprocessing, such as lemmatization and stop word removal.

IV IMPLEMENTATION

A dataset was required for the purpose of training the model. Thus, we used the Twitter API to retrieve data and feeds from Twitter in order to create a dataset.

A. Data Collection

Two different kinds of tweets have been retrieved:

- 1) Tweets with depressing terms like "suicide," "sad," "unhappy," "dissatisfied," "disappointed," etc.
- 2) Tweets with common, upbeat terms like "glad," "happy," "joyful," "pleasant," etc. Subsequently, we combined the two dataset types into one and saved the resultant CSV file.

B. Data Preprocessing

One of the most crucial phases in the pipeline for using machine learning models is this one. We particularly carried out all data cleaning procedures on our dataset in order to improve its usability and attractiveness throughout the model-training stage. We eliminated all of the pointless and irrelevant data from our dataset during the data cleaning process. Data cleaning aimed to remove duplicate entries, remove URLs and links from the tweet contents, remove NULL entries, remove emojis, punctuation, numerals, etc., and remove usernames.

D. Exploring Data Analysis

The process of examining data sets to highlight their key features through exploratory data analysis frequently makes use of statistical software and other data visualization techniques. It aids in our improved understanding of our dataset[7]. We were able to identify and handle NULL values - identify and eliminate outliers - uncover underlying relationships and structure.

E. Training and Testing

After preprocessing and EDA, we had a final dataset that was thoroughly cleaned and analyzed, so we turned our attention to implementing the model. We conducted two different kinds of experiments during the implementation. We first developed the machine learning algorithms and compared with Deep Learning algorithm. Subsequently, we ascertained the individual accuracy performances of these models.

V RESULT

This section will cover the findings we discovered after testing and putting the suggested algorithms into practice. Table 1 displays the results of each of the aforementioned algorithms when used separately.

TABLE 1

K-Nearest Neighbors	73.29%
Logistic Regression	84.86%
Support Vector Machine	85.04%
Naïve Bayes Classifier	83.04%
Decision Tree	80.53%
Multi-Layer Perceptron (MLP)	78.65%

In Deep learning algorithms methodology's effectiveness and robustness were demonstrated by the models' evaluation. With an accuracy of 98.1% on the evaluation set and a mean accuracy of 0.97 (over 10 cross-validation folds), the RoBERTa model showed remarkable performance. These high accuracies show how well the model can differentiate between tweets that are and are not related to depression. The results of this study have important ramifications for the use of social media data in mental health studies. We have shown the potential for early diagnosis and tracking of depression through user tweets by utilizing machine learning techniques. This strategy has the benefit of being accessible and scalable since social media platforms offer a wealth of user-generated data that can be used to gain insights about depression.

TABLE 2

Model/Measure	Accuracy
Random Forest	94.9%
Bernoulli N.B.	90.1%
Logistic Regression	97.0%
RoBERTa	98.0%
DeBERTa	98.0%
DistilBERT	97.0%
SqueezeBERT	95.0%

VI CONCLUSION

In this work, we have discussed depression in individuals and the ways in which machine learning algorithms and deep learning algorithms can assist us in identifying this problem through the analysis of a specific user's publicly available social media data.

Using machine learning and deep learning approaches, this paper concluded with a thorough method for identifying depression in user tweets. A number of preprocessing procedures, such as feature selection and data cleaning, were used in the study's huge dataset. We obtained encouraging results (Table 1 and 2) in reliably recognizing tweets suggestive of depression by using logistic regression, Bernoulli Naive Bayes, random forests, DistilBERT, SqueezeBERT, RoBERTa, and DeBERTa models. From this survey we conclude deep learning algorithms gives more accuracy compared to machine learning algorithms.

Our method has the potential to have a big impact on the field of depression diagnosis and help individuals identify depression early on. We want to implement our model on a web application in the future. Users will be able to directly search for an individual on Twitter, and our system will analyze the individual's activity and feed to determine whether or not they are experiencing depression.

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LITERARY FINDINGS

A Peer Reviewed International Journal of Multidisciplinary Research - ISSN : 2278-2311

VOL: 13

OCTOBER - 2024

ISSUE: 4

CHILDREN'S LITERATURE AS A MEDIUM FOR EXPLORING DIGITAL STORYTELLING AND NARRATIVE STRATEGIES IN CULTURAL HERITAGE

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Abstract

This paper explores digital storytelling and narrative techniques in cultural heritage through children's literature. Digital storytelling is one of the most effective ways to explore the cultural heritage and helps to spread cultural values all over the world. It is a more effective way to deliver content in the digital era. In the modern era, digital storytelling is the best way to engage an audience. Users can engage themselves by using smart phones, tablets, laptops, and desktops. Now storytelling using audio through smart-phone apps has become popular. Basically, storytelling is all about moral lessons, cultural values, and good vs. evil. In this paper, explore how digital storytelling involves the development of cultural heritage among young people. In this digital world, use animations, audios, videos, picture books, and games as the modern method for storytelling. These methods are mostly used by young people and children. So, children's literature has a major part in storytelling. This study aims to highlight the significance of digital storytelling and narrative techniques in cultural heritage.. This article explore the intersection of digital storytelling, narrative techniques and cultural heritage in children's literature, highlighting innovative approaches to share cultural legacy with future generations.

Key words: Digital storytelling, cultural heritage, narrative techniques, and children's literature.

Introduction

Storytelling is considered one of the aspects of human growth and development. Stories are used to convey positive thoughts, moral lessons, and cultural values of a place. Oral storytelling is commonly used in the olden days, and it is good for the development of communication skills. Storytelling is the most effective way to convey the cultural values of a place to young people and other country people. With the development of the technology, made everything digital. So, start to use modern technology in day-to-day activities. Even in storytelling, introduce technology. Digital storytelling is one form of modern storytelling that conveys experiences, messages, and data through the use of multiple technological devices and tools to

create an engaging and captivating tale. Digital storytelling is a modern form of narration that uses digital tools and technologies to convey messages, share experiences, and present information engagingly and interactively. This innovative approach to storytelling has revolutionized the way create, consume, and interact with stories, offering a wide range of benefits and possibilities. In the age of digital technology, storytelling has undergone a significant transformation. Digital storytelling has emerged as a powerful medium, enabling individuals and organizations to share their stories in innovative, interactive, and immersive ways. This article explores the concept of digital storytelling, its benefits, and its application across various industries.

What is digital storytelling

Digital storytelling is the process of creating and disseminating stories using digital tools and technologies. Conventional storytelling techniques are combined with digital content, such as images, audio, video, and other interactive elements. By fusing old and new storytelling methods, storytellers can now convey computer-related ideas, emotions, and experiences more successfully.

Benefits of digital storytelling

Increased engagement: Digital storytelling allows people to interact with stories in new and innovative ways that leads to higher engagement levels. In some cases, it allows the audience to make changes in stories by choosing their options.

Global reach: Digital stories can be easily shared with others through the internet. With the help of the Internet, a story can reach a global audience, transcending geographical boundaries. It breaks all the boundaries and reaches the audience easily.

Cost-effective: Digital storytelling eliminates the need for physical materials and venues. It reduces the expenses and makes the story more accessible. It eliminates all the extra expenses and creates pleasant experience for audience.

Dynamic and Adaptable: Digital stories can be easily updated, modified, and personalized. Technology made them more dynamic and adaptable. It helps the storyteller to easily make changes in their works without any hurdles.

Applications of digital storytelling

Education: Digital storytelling enhances the learning experiences and makes complex concepts more engaging and interactive. It makes the learning process easy and interesting. It makes the learners learn quick and effortlessly.

Marketing: Digital storytelling enables businesses to share their brand values, stories, vision, and mission in a more compelling way. It helps them bring out their product into the global market.

Non-profit: Digital storytelling helps non-profit organizations to raise awareness, share their impact, and mobilize support. It helps them to transfer their noble thoughts to the entire world.

Personal branding: Individuals can use digital storytelling to share their experiences, skills, and passions. By establishing a strong online presence, they can bring positive changes to society.

Tools and Techniques

Multimedia: Multimedia in digital storytelling refers to the use of multiple media to enhance the story's immersion and engagement. Text, images, audio, video, and interactive elements are all included in this. Immersion and interaction have become increasingly possible with the introduction of AR and VR.

Interactive elements: such as quizzes, games, and interactive graphics used to engage the audience and encourage them to participate. Virtual reality really helps the audience by giving them real-life experience.

With its potent medium for entertainment, education, and inspiration, digital storytelling has transformed the way communicate tales. The potential for digital storytelling is only going to grow as technology progresses, opening up new avenues for expression and interaction. Whether are an individual, organization, or business person, Embracing digital storytelling can help share story with the world in a more impactful and memorable way.

Cultural Heritage

The cultural traditions serve as both the foundation for uniqueness and the prism through which see the world and the land in it. Children's books have long been a wonderful tool to teach the next generation about a variety of cultures. With the introduction of digital storytelling, new avenues for engaging and immersive narrative experiences have become possible. This article explores how digital storytelling, narrative tactics, and cultural legacy come together to offer new means of transferring cultural customs to the next generation through examples from children's literature.

The significance of children's literature in cultural heritage

Children's books have long been a vital medium for the dissemination of historical information, cultural values, and customs. Reading aloud to kids can have a significant impact on how accepting, compassionate, and socially conscious they become. Literature can help children learn about different cultures because it can help them appreciate how universal human experience is.

Digital storytelling in children's literature

Digital storytelling has transformed the way experience and interact with children's literature. Innovative narrative techniques such as interactive eBooks allow children to engage with stories through games, quizzes, and puzzles. Virtual reality immerses children in cultural environment and historical events. Augmented reality brings cultural artworks and stories to life in 3D.

Narrative techniques for cultural heritage

Effective narrative techniques can make cultural heritage more accessible and engaging for young audience. **Personalization:** using relatable characters and storylines to connect children with cultural heritage. **Multimedia:** combining images, videos, and audio to create rich and immersive stories. **Non-linear storytelling:** Allowing children to explore cultural heritage in a non-sequential manner.

Innovative digital storytelling in children's literature

"The Snowy Day": A digital adaptation of Ezra Jack Keats' classic, using interactive elements to explore African American cultural heritage. *"The Arrival"*: A graphic novel by Shaun Tan, utilizing multimedia to share the immigrant experience. *"Coralline"*: A digital adaptation of Neil Gaiman's novel, employing virtual reality to explore cultural identity.

Digital storytelling and innovative narrative techniques have revolutionized the way share cultural heritage with children. By embracing these tools and approaches, can inspire a new generation to appreciate and value shared cultural legacy. As technology continues to evolve, the possibilities for digital storytelling in children's literature will only expand, offering excelling opportunities to reimaging and reinvigorate cultural heritage.

Conclusion

The findings of digital storytelling and narrative techniques in cultural heritage through the exploration of children's literature are: **Increased engagement:** Digital storytelling increases children's engagement with cultural heritage, making it more accessible and enjoyable. **Improved understanding:** Interactive and immersive narrative techniques enhance children's comprehension of cultural heritage, promoting deeper understanding and empathy.

Personal connection: personalized storytelling helps children connect cultural heritage to their own experiences, fostering a sense of belonging and identity. **Cultural preservation:** Digital storytelling helps preserve cultural heritage for future generation, making it more widely available and shareable. **New perspectives:** Digital storytelling offers fresh perspectives on cultural heritage, encouraging children to think critically and creatively about the past.

Inclusivity: Digital storytelling can include diverse experiences, promoting inclusivity and representation in cultural heritage narratives. **Emotional connection:** multimedia and interactive elements create an emotional connection between children and cultural heritage, making it more memorable and impactful.

Develops critical thinking: Digital storytelling and narrative techniques in children's literature can develop critical thinking skills, encouraging children to analyze and interpret cultural heritage. **Enhances creativity:** Interactive storytelling inspires creativity and imagination in children, helping them develop their own stories and connections to cultural heritage.

Accessibility: Digital storytelling makes cultural heritage more accessible to children with disabilities, remote or underserved communities, and those with limited access to traditional cultural institutions. By exploring digital storytelling and narrative techniques in children's literature, can unlock new possibilities for sharing cultural heritage with future generations, promoting, understanding, empathy, and a deeper connection to shared human experience.

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LITERARY FINDINGS

A Peer Reviewed International Journal of Multidisciplinary Research - ISSN : 2278-2311

VOL: 13

OCTOBER - 2024

ISSUE: 4

TRANSFORMING EDUCATION THROUGH ELECTRONIC MEDIA

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Abstract

The 21st century has witnessed a significant transformation in education through the integration of electronic media, which has redefined the teaching and learning landscape. This paper explores how various digital tools such as Learning Management Systems (LMS), educational YouTube channels, podcasts, digital libraries, and interactive whiteboards have complemented and often surpassed traditional teaching methods. These tools offer interactive, multimedia-rich experiences, fostering dynamic, engaging, and accessible learning environments for students worldwide. The widespread adoption of electronic media in education has enabled personalized learning, improved access to resources, and equipped learners with essential skills for the digital age. This paper provides a detailed analysis of the features and uses of these tools and presents strategies for their effective implementation in educational settings. The impact of electronic media on education is multifaceted, enhancing student engagement, accessibility, and inclusivity while promoting personalized learning and resource efficiency. As technology continues to advance, the future of education will likely see deeper integration of Artificial Intelligence (AI), Augmented Reality (AR), and Virtual Reality (VR), further transforming the educational landscape. Through the strategic use of electronic media, educators can create more engaging, interactive, and effective learning environments, ultimately improving educational outcomes and preparing students for the demands of the 21st-century workforce.

Key words: Learning Management Systems, Electronic Media, Education.

Introduction

In the 21st century, electronic media has revolutionized education. Traditional teaching methods are complemented and often surpassed by digital tools that offer interactive, multimedia-rich experiences. The integration of electronic media into education has revolutionized the way teaching and learning take place, bridging the gap between traditional classroom instruction and modern digital pedagogy. Leveraging

technology-driven tools such as Learning Management Systems (LMS), educational YouTube channels, podcasts, digital libraries, and interactive whiteboards, electronic media has enabled the creation of dynamic, engaging, and accessible learning environments for students across the globe. These advancements are fostering personalized learning, improving resource accessibility, and equipping learners with skills necessary for the 21st-century workforce.

1. Learning Management Systems (LMS):

LMS platforms such as Moodle, Blackboard, and Google Classroom serve as comprehensive digital ecosystems where educators can manage, deliver, and evaluate educational content. LMS allows teachers to create structured courses, upload resources, administer assessments, track student progress, and facilitate online discussions—all in one place. By enabling self-paced learning, LMS platforms support students with varied learning styles and paces, making education more inclusive and accessible.

2. Educational YouTube Channels and Podcasts:

YouTube channels like Khan Academy, TED-Ed, and NPTEL, along with educational podcasts such as "The EdSurge Podcast" and "TED Talks Education," have become popular sources of supplemental learning. These channels and podcasts provide bite-sized educational content in various formats, catering to learners' preferences for visual and auditory learning. With topics ranging from science and technology to arts and humanities, these resources are available 24/7, breaking the barriers of time and place, and fostering continuous learning beyond the classroom.

3. Digital Libraries:

Digital libraries like the National Digital Library of India (NDLI), Project Gutenberg, and JSTOR provide students, educators, and researchers access to vast repositories of books, journals, research papers, and multimedia resources. These platforms democratize access to scholarly materials, promote independent research, and support a culture of reading and knowledge exploration. With search functionalities, digital libraries enable users to locate information quickly and efficiently, enhancing the learning experience.

4. Interactive Whiteboards:

Interactive whiteboards, such as SMART Boards, facilitate interactive learning by enabling real-time collaboration and engagement. These devices allow teachers to present lessons, annotate, draw, and interact with multimedia content, making complex concepts easier to understand. Students can also participate actively, share ideas, and solve problems collectively. The visual and hands-on approach of interactive whiteboards enhances retention and understanding, making learning more effective.

This paper investigates the role of various electronic media in enhancing student learning, providing a comprehensive analysis of how these tools can be effectively integrated into educational settings.

Electronic Media: Meaning and Definition

Meaning: Electronic media refers to any medium that uses electronic technology to disseminate information. This includes the internet, television, radio, and various digital devices such as computers and smartphones.

Definition: Electronic media encompasses a range of digital tools and platforms that deliver content electronically, facilitating communication, education, and entertainment.

Features:

- **Accessibility:** Can be accessed anytime and anywhere with internet connectivity.

- **Interactivity:** Allows for interactive engagement through multimedia content, forums, and real-time feedback.
- **Multimedia Capabilities:** Combines text, audio, video, and graphics to enhance content delivery and understanding.

Types of Electronic Media in Education

1. Learning Management Systems (LMS): An LMS is a software application that provides a framework for managing, delivering, and tracking educational courses and training programs.

Features:

- **Course Management:** Organizes and delivers course content.
- **Communication Tools:** Includes forums, messaging, and announcements.
- **Assessment and Feedback:** Facilitates quizzes, assignments, and feedback.
- **Analytics and Reporting:** Tracks student progress and performance

Uses:

- **Centralized Platform:** LMS platforms like Canvas, Blackboard, and Moodle centralize course materials, assignments, and grades, making them easily accessible to students.
- **Communication Facilitation:** Enable communication between teachers and students through announcements, discussion forums, and messaging.
- **Progress Tracking:** Analytics tools in LMS help track student performance and progress.

2. Educational YouTube Channels and Podcasts: Educational YouTube channels and podcasts are digital platforms that offer video and audio content designed to educate viewers and listeners on various topics.

Features:

- **Expert Insights:** Provides access to knowledgeable experts in various fields.
- **Engaging Content:** Uses multimedia to explain complex concepts in an engaging manner.
- **Wide Range of Topics:** Covers subjects across different disciplines and interests

Uses:

- **Visual and Auditory Learning:** Provide supplementary visual and auditory materials to explain complex concepts.
- **Expert Insights:** Offer access to expert opinions and diverse perspectives on various topics.
- **Wide Range of Topics:** Cover topics not typically included in the standard curriculum.

3. Digital Libraries : A digital library is an online database of digital objects that can include text, visual material, audio material, video material, stored as electronic media formats.

Features:

- **Vast Resources:** Provides access to e-books, journals, articles, and multimedia resources.
- **Search Functionality:** Advanced search options to find specific information quickly.
- **Accessibility:** Available 24/7 from any location with internet access.

Uses:

- **Access to Resources:** Provide access to a vast collection of e-books, academic journals, and other resources.
- **Research Support:** Aid in research projects and extended learning beyond the classroom.

4. Interactive Whiteboards Meaning and Definition: An interactive whiteboard is a large interactive display that connects to a computer and projector, allowing users to control the computer using a pen, finger, or other device.

Features:

- **Touch Sensitivity:** Allows users to interact with content directly on the screen.
- **Multimedia Integration:** Supports the display of videos, images, and interactive activities.
- **Collaboration:** Enables group activities and collaborative learning.

Uses:

- **Dynamic Lessons:** Facilitate dynamic and interactive lessons with multimedia content.
- **Visual Learning:** Enhance visual learning through diagrams, videos, and interactive activities.

Strategies to Enhance Classroom Learning with Electronic Media

Learning Management Systems (LMS)

1. **Organized Content Delivery:** Structure course materials into modules or units within the LMS to ensure a logical flow of information.
2. **Interactive Assignments:** Incorporate quizzes, discussion forums, and peer reviews to engage students actively.
3. **Regular Feedback:** Use the LMS to provide timely and constructive feedback on assignments and assessments.

Educational YouTube Channels and Podcasts

1. **Curated Content:** Select high-quality, reputable channels and podcasts relevant to the curriculum.
2. **Supplementary Materials:** Use videos and podcasts to reinforce lessons and provide additional perspectives.
3. **Interactive Viewing:** Encourage students to take notes, ask questions, and participate in discussions about the content.

Digital Libraries

1. **Research Assignments:** Design assignments that require students to use digital libraries for research.
2. **Library Guides:** Provide tutorials on how to effectively search and utilize digital library resources.
3. **Regular Updates:** Encourage students to stay updated with the latest publications and research in their field of study.

Interactive Whiteboards

1. **Collaborative Activities:** Use interactive whiteboards for group activities and collaborative problem-solving.
2. **Visual Aids:** Incorporate charts, graphs, and videos to illustrate key concepts.

3. **Student Participation:** Encourage students to interact with the whiteboard to solve problems, draw diagrams, or present their work.

General Strategies for Enhancing Learning

1. **Blended Learning:** Combine traditional teaching methods with electronic media to create a balanced and comprehensive learning experience.
2. **Active Learning:** Engage students in active participation through discussions, projects, and hands-on activities.
3. **Personalized Learning:** Use data from electronic media to tailor instruction to individual student needs and learning styles.
4. **Flipped Classroom:** Assign video lectures or podcasts as homework and use class time for discussions, problem-solving, and interactive activities.
5. **Continuous Professional Development:** Train teachers in effectively using electronic media and integrating them into their teaching practices.

Impact and Significance

The adoption of electronic media in education is not just an upgrade to existing teaching methods but a transformative shift that offers multiple benefits:

- **Enhanced Engagement:** Interactive tools and multimedia resources create more engaging and immersive learning experiences.
- **Accessibility and Inclusivity:** Digital tools ensure that educational content is accessible to learners with diverse needs, including those in remote areas or with disabilities.
- **Personalized Learning:** With digital platforms, learning can be tailored to individual needs, allowing students to learn at their own pace and according to their own preferences.
- **Cost and Resource Efficiency:** Electronic media reduce the need for physical infrastructure and materials, making education more affordable and sustainable.

The Future of Electronic Media in Education

As technology continues to evolve, the role of electronic media in education is set to expand further. Artificial Intelligence (AI) will enable more advanced personalization and adaptive learning experiences, while Augmented Reality (AR) and Virtual Reality (VR) will provide immersive simulations for hands-on learning. The integration of gamification elements and collaborative learning tools will enhance motivation and participation, creating a well-rounded educational ecosystem.

Conclusion

The integration of electronic media in education offers numerous opportunities to enhance student learning. By effectively using LMS, educational YouTube channels and podcasts, digital libraries, and interactive whiteboards, educators can create a more engaging, interactive, and effective learning environment. The strategies outlined in this paper provide a framework for maximizing the benefits of these tools, ultimately improving educational outcomes and preparing students for the demands of the 21st century.

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LITERARY FINDINGS

A Peer Reviewed International Journal of Multidisciplinary Research - ISSN : 2278-2311

VOL: 13

OCTOBER - 2024

ISSUE: 4

INTEGRATING ADAPTIVE LEARNING TECHNOLOGIES INTO SCIENCE CURRICULA FOR ENHANCED STUDENT ENGAGEMENT AND ACHIEVEMENT

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Abstract

Adaptive learning technologies, which utilize artificial intelligence and data analytics to customize educational experiences, offer transformative potential for science education. This paper explores how these technologies can enhance student engagement and achievement by providing personalized learning paths, interactive content, immediate feedback, and adaptive assessments. By addressing the unique challenges of science education, such as complex concepts and diverse learning styles, adaptive learning fosters a more inclusive and effective educational environment. Case studies from platforms like Khan Academy and Carnegie Learning demonstrate significant improvements in student outcomes. Despite challenges like implementation costs and the need for teacher training, the benefits of adaptive learning technologies are substantial. Future directions include integrating virtual and augmented reality and advancing AI capabilities to further enrich science education. This integration promises a more engaging, personalized, and effective approach to teaching science, ultimately preparing students better for future scientific endeavors.

Keywords: Gamified learning, Critical thinking, Virtual and Augmented Reality.

Introduction

In an era marked by rapid technological advancements, the educational landscape is undergoing significant transformations. Among the most promising developments is the integration of adaptive learning technologies into science curricula. Adaptive learning, which leverages artificial intelligence and data analytics to tailor educational experiences to individual student needs, holds the potential to revolutionize science education. By enhancing student engagement and achievement, these technologies can address the diverse learning styles and paces of students, making science education more effective and inclusive.

The Need for Adaptive Learning in Science Education

Science education presents unique challenges due to its inherently complex and multifaceted nature. Students often struggle with abstract concepts, intricate processes, and the application of theoretical knowledge to practical scenarios. Traditional teaching methods, while effective to some extent, often fall short in addressing the individual needs of students. In a conventional classroom setting, teachers may find it difficult to cater to varying levels of understanding and different learning styles simultaneously.

Adaptive learning technologies can bridge this gap by providing personalized learning experiences. These technologies use algorithms to analyze student performance in real-time, adjusting the content and pace according to the learner's needs. This individualized approach ensures that each student can grasp fundamental concepts before progressing to more advanced topics, thereby building a strong foundation in science.

Enhancing Student Engagement through Adaptive Learning

Engagement is a critical factor in educational success. Students who are actively engaged in their learning are more likely to retain information, develop critical thinking skills, and apply their knowledge effectively. Adaptive learning technologies can significantly enhance student engagement in science education through various means:

1. Personalized Learning Paths: Adaptive learning systems create personalized learning paths for each student based on their strengths, weaknesses, and learning preferences. This customization makes learning more relevant and interesting for students, increasing their motivation to learn.

2. Interactive and Gamified Content: Many adaptive learning platforms incorporate interactive and gamified elements that make learning more enjoyable. For example, virtual labs, simulations, and educational games can make complex scientific concepts more accessible and engaging.

3. Immediate Feedback and Support: Adaptive learning technologies provide immediate feedback on student performance, helping them understand their mistakes and learn from them. This real-time support fosters a more interactive and responsive learning environment.

4. Adaptive Assessments: Adaptive assessments adjust their difficulty based on the student's performance, ensuring that students are neither bored with too-easy questions nor frustrated with overly difficult ones. This keeps students challenged at an appropriate level and maintains their interest.

Improving Achievement through Adaptive Learning

Achievement in science education is not only about mastering content but also about developing critical thinking, problem-solving skills, and a scientific mindset. Adaptive learning technologies can significantly contribute to these outcomes:

- **Data-Driven Insights:** Adaptive learning systems collect and analyze vast amounts of data on student performance. Teachers can use these insights to identify learning gaps, track progress, and tailor their instruction to meet the specific needs of each student.
- **Mastery-Based Learning:** Adaptive learning technologies promote a mastery-based learning approach, where students must demonstrate a thorough understanding of a topic before moving on to the next. This ensures that students build a solid knowledge base, reducing the likelihood of knowledge gaps.
- **Individualized Support:** By identifying areas where students struggle, adaptive learning systems can provide targeted support and resources. This personalized attention helps students overcome challenges and achieve a deeper understanding of scientific concepts.

- **Encouraging Self-Paced Learning:** Adaptive learning allows students to learn at their own pace, which is particularly beneficial in science education where concepts build on one another. Students who grasp topics quickly can move ahead, while those who need more time can progress without feeling rushed.

Several educational institutions and programs have successfully integrated adaptive learning technologies into their science curricula, demonstrating the potential benefits:

- ❖ **Khan Academy:** Khan Academy uses adaptive learning to offer personalized practice exercises and instructional videos in subjects including science. Their platform adjusts to the learning pace of each student, ensuring that they master each concept before moving on.
- ❖ **Carnegie Learning:** Carnegie Learning provides an adaptive math and science curriculum that uses artificial intelligence to personalize learning. Their system analyzes student data to provide tailored instruction and practice, resulting in improved student performance and engagement.
- ❖ **Smart Sparrow:** Smart Sparrow's adaptive learning platform allows educators to create customized, interactive science lessons. The platform adapts to individual student needs, providing personalized feedback and resources to enhance understanding and retention.

Challenges and Considerations

While the integration of adaptive learning technologies in science education offers numerous benefits, it also presents certain challenges and considerations:

- ✓ **Implementation Costs:** The initial cost of implementing adaptive learning technologies can be high. Schools and educational institutions need to invest in the necessary hardware, software, and training for teachers.
- ✓ **Teacher Training and Support:** Effective use of adaptive learning technologies requires teachers to be adequately trained. Professional development and ongoing support are essential to help teachers integrate these technologies into their teaching practices.
- ✓ **Data Privacy and Security:** The use of adaptive learning systems involves the collection and analysis of student data. Ensuring the privacy and security of this data is crucial to protect students' information.
- ✓ **Equity and Access:** Not all students have equal access to technology. Schools must address issues of digital divide to ensure that all students can benefit from adaptive learning technologies.

Future Directions

The future of adaptive learning in science education looks promising, with several trends and advancements on the horizon:

- **Integration with Virtual and Augmented Reality:** Combining adaptive learning with virtual and augmented reality can create immersive learning experiences, allowing students to explore scientific concepts in a more engaging and interactive way.
- **Advancements in Artificial Intelligence:** Continued advancements in AI will enhance the capabilities of adaptive learning systems, making them more accurate and effective in personalizing learning experiences.
- **Collaboration and Sharing:** Increased collaboration between educational institutions, technology developers, and researchers can lead to the development of more innovative and effective adaptive learning solutions.
- **Focus on Holistic Development:** Future adaptive learning technologies may focus not only on academic achievement but also on the holistic development of students, including critical thinking, creativity, and collaboration skills.

Conclusion

Integrating adaptive learning technologies into science curricula holds immense potential for enhancing student engagement and achievement. By providing personalized, interactive, and data-driven learning experiences, these technologies can address the diverse needs of students and make science education more effective and inclusive. While challenges exist, the benefits far outweigh the drawbacks, making adaptive learning a valuable tool in the quest to improve science education. As technology continues to advance, the possibilities for adaptive learning in science education will only expand, offering new opportunities to engage and inspire the next generation of scientists.

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லிட்ரெரி ஃபைண்டிங்ஸ்

பல்துறை ஆய்வுக்கான பன்னாட்டு ஆய்விதழ்

LITERARY FINDINGS

A Peer Reviewed International Journal of Multidisciplinary Research - ISSN : 2278-2311

VOL: 13

OCTOBER - 2024

ISSUE: 4

NAVIGATING THE DIGITAL REVOLUTION: BALANCING SOCIAL MEDIA ADDICTION WITH CULTURAL PRESERVATION

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ABSTRACT

The digital revolution, characterized by the proliferation of social media platforms, has reshaped the landscape of human interaction and communication. While social media, a cornerstone of this transformation, has become integral to daily life, influencing how people communicate, access information, and perceive the world. However, the omnipresence of social media has led to concerns about addiction, defined as excessive, compulsive use that interferes with daily life. Simultaneously, the rapid digitization and homogenization of cultures through global networks threaten the preservation of unique cultural identities and traditions. Concurrently, the rapid pace of digitalization poses a threat to cultural preservation. This paper explores the dichotomy between social media addiction and cultural preservation, examining strategies to navigate the digital revolution in a manner that fosters both technological engagement and cultural continuity.

Keywords: Digital Revolution, Social media Addiction, mental health, cultural preservation.

INTRODUCTION

Background and Historical Data

Digital Revolution

The Digital Revolution, also known as the Third Industrial Revolution, began in the late 20th century and marked the shift from traditional industry to an economy based on information technology (Castells, 1996). It involved the development and proliferation of digital computers, the internet, and information and communication technologies (ICT) (Brynjolfsson & McAfee, 2014). This revolution has transformed how people communicate, access information, and conduct business (Schwab, 2016; Rifkin, 2014).

Social Media Evolution

Social media platforms like Facebook (2004), Twitter (2006), Instagram (2010), and TikTok (2016) have revolutionized communication by enabling instant sharing of information, multimedia, and personal updates (Smith, 2021). These platforms have grown rapidly, with billions of active users worldwide (Pew Research Center, 2023). They play a significant role in shaping public opinion, cultural trends, and personal interactions (Kaplan & Haenlein, 2010).

Cultural Preservation

Cultural preservation involves maintaining and promoting the heritage, traditions, languages, and practices of different communities (UNESCO, 2003). This includes efforts to document and protect cultural expressions, artifacts, and knowledge systems. Cultural preservation is critical for sustaining the identity and heritage of communities, particularly those at risk of losing their cultural practices due to globalization and modernization (Harrison, 2013).

Social Media Addiction

Social media addiction refers to excessive and compulsive use of social media platforms, leading to negative impacts on mental health, relationships, productivity, and overall well-being (Andreassen et al., 2016). It is characterized by an inability to control social media use despite harmful consequences (Marino et al., 2018). Social media addiction is a growing concern among researchers and health professionals. It is characterized by symptoms similar to other behavioral addictions, such as excessive use, withdrawal, and negative impact on daily functioning (Kuss & Griffiths, 2017). Studies have shown that social media addiction can lead to mental health issues such as anxiety, depression, and decreased self-esteem (Primack et al., 2017). The underlying mechanisms include the dopamine-driven reward system, social validation, and the fear of missing out (FOMO) (Turel et al., 2014).

Cultural Preservation in the Digital Age

Cultural preservation is the process of protecting, conserving, and promoting the cultural heritage of a community. This includes tangible heritage (e.g., artifacts, buildings) and intangible heritage (e.g., traditions, languages, folklore) (Smith, 2006). Cultural preservation involves maintaining and promoting the unique traditions, languages, and heritage of communities. The digital age, while providing tools for documentation and dissemination, also accelerates cultural homogenization (Throsby, 2008). The dominance of global platforms often marginalizes local content, leading to the erosion of cultural diversity (UNESCO, 2015). Efforts to preserve culture in the digital age include digital archiving, promotion of local content, and leveraging technology to educate and engage younger generations (Bishop, 2012).

REVIEW OF LIERATURE

The advent of the digital revolution has profoundly reshaped global society, affecting various facets of daily life, including communication, information dissemination, and cultural practices (Castells, 1996;

Brynjolfsson & McAfee, 2014). A critical aspect of this transformation is the widespread use of social media, which has introduced both opportunities and challenges (Kaplan & Haenlein, 2010). This review explores the dual themes of social media addiction and cultural preservation, examining how these phenomena intersect and impact each other (Kuss & Griffiths, 2017; Throsby, 2008).

Social Media Addiction

Definition and Prevalence Social media addiction is characterized by excessive, compulsive use of social networking sites, leading to significant impairment in an individual's daily life. According to Kuss and Griffiths (2011), social media addiction shares similarities with other behavioral addictions, such as gambling and internet addiction, with symptoms including mood modification, tolerance, withdrawal, conflict, and relapse. A study by Andreassen (2015) found that approximately 5-10% of social media users exhibit addictive behaviors.

Psychological and Social Impacts The psychological impacts of social media addiction are well-documented. Vannucci, Flannery, and Ohannessian (2017) highlighted that excessive social media use is associated with increased anxiety, depression, and loneliness. Moreover, Hunt, Marx, Lipson, and Young (2018) demonstrated that reducing social media use can significantly decrease feelings of depression and loneliness, suggesting a causal relationship. Social impacts include deteriorated face-to-face interactions, reduced academic performance, and strained family relationships (Twenge, 2017).

Cultural Preservation

Definition and Importance Cultural preservation involves maintaining and promoting the practices, knowledge, and heritage of a community. This includes language, traditions, customs, and artistic expressions, which form the bedrock of cultural identity. UNESCO (2003) emphasizes that cultural diversity is crucial for human development, fostering a sense of belonging and continuity.

Challenges in the Digital Age The digital revolution poses significant challenges to cultural preservation. Rapid globalization facilitated by digital platforms can lead to cultural homogenization, where dominant cultures overshadow local traditions. Smith (2018) argues that the global reach of social media often promotes a monoculture, eroding local customs and languages. Additionally, the ephemeral nature of digital content can undermine the transmission of cultural knowledge across generations (Harrison, 2013).

Intersection of Social Media Addiction and Cultural Preservation

Positive Synergies While social media addiction poses challenges, digital platforms also offer unique opportunities for cultural preservation. Social media can serve as a powerful tool for documenting and sharing cultural practices. For instance, platforms like YouTube and Instagram enable communities to showcase traditional dances, crafts, and rituals to a global audience, thereby promoting cultural awareness and appreciation (Leong, 2015).

Negative Impacts However, the addictive nature of social media can dilute cultural content. As individuals spend increasing amounts of time on social media, often engaging with superficial or entertainment-focused content, there is a risk that meaningful cultural engagement diminishes. A study by Lu et al. (2016) found that heavy social media users are less likely to participate in offline cultural activities, suggesting a displacement effect.

Strategies for Balancing Social Media Use and Cultural Preservation

Digital Literacy and Awareness Promoting digital literacy is essential in mitigating the adverse effects of social media addiction. Educating users about healthy social media habits and the importance of cultural preservation can foster a more balanced digital engagement. Kim and LaRose (2004) suggest that

digital literacy programs should include components on time management, critical consumption of digital content, and the promotion of offline cultural activities.

Community Initiatives and Policy Measures Communities and policymakers can play a pivotal role in this balance. Initiatives such as digital detox campaigns, cultural festivals, and online platforms dedicated to cultural content can encourage healthier social media use. Governments can also implement regulations to protect cultural heritage online, ensuring that digital platforms support cultural diversity (Thompson, 2019).

OBJECTIVES OF THE STUDY

- To study the prevalence, psychological and social Impact of Social media Addiction
- To understand the intersection of Social Media Addiction and Cultural Preservation
- To study the strategies for Balancing Social Media Use and Cultural Preservation

IMPORTANCE OF THE STUDY

This study is essential due to the widespread influence of social media and its dual potential to both harm and aid cultural preservation. As digital technologies continue to progress, understanding their impact on human behavior and cultural heritage is increasingly critical. The study addresses several pivotal issues:

1. **Increasing Social Media Addiction:** With billions of global users, social media has become a central part of everyday life. However, the addictive nature of these platforms presents significant psychological and social challenges. Understanding the scope and effects of social media addiction is crucial for creating effective interventions (Smith & Anderson, 2018; Kuss & Griffiths, 2017).
2. **Cultural Preservation Threats:** Globalization and digital media have the potential to diminish cultural diversity, leading to a homogenization of cultural expressions. This study seeks to understand how social media influences cultural practices and how these effects can be counteracted (UNESCO, 2019; Appadurai, 2001).
3. **Balancing Digital Engagement and Cultural Integrity:** While digital platforms provide opportunities for cultural dissemination and preservation, it is necessary to balance these benefits with the risks of social media addiction. This study aims to explore strategies that promote healthy digital engagement while safeguarding cultural heritage (Jenkins, 2006; Boyd, 2014).
4. **Policy and Educational Implications:** Insights from this study can guide policymakers and educators on how to leverage digital technologies for cultural preservation without exacerbating social media addiction. Developing guidelines and educational programs can help foster a more balanced and culturally conscious digital society (Livingstone, 2012; Buckingham, 2007).

RESEARCH REVIEW FINDINGS

The Prevalence, Psychological and Social Impact Of Social Media Addiction

Social media addiction is a growing problem all around the world. It's when use social media a lot, sometimes too much. This can really how they live and feel every day (Andreassen et al., 2016). Research shows many users behave this way. Their habits are shaped by how much social media is mixed into their daily lives (Marino et al., 2018).

This kind of addiction can mess with mental health too. It's often connected to issues like anxiety, depression, & low self-esteem often pop up because of it. The way our brain release dopamine for likes and shares makes us feel good. The dopamine rush from likes and shares plays a huge role in this. Plus, the pressure to compare ourselves to others online doesn't help either (Primack et al., 2017; Turel et al., 2014).

Socially discussing, social media can actually harm our personal relationships and even how productive we are. It may seem like we're connecting with people online but often leads to less face-to-face time & feelings of loneliness (Kuss & Griffiths, 2017).

The Intersection of Social Media Addiction And Cultural Preservation.

Social media offers important resources for maintaining cultural traditions by allowing the recording and worldwide dissemination of cultural artifacts (Bishop, 2012). It supports the spread of customs, languages, and rituals, which could enhance cultural recognition and involvement. Nonetheless, the overuse of social media can detract from these goals. Too much time spent online might lead to a decline in participation in age-old cultural practices and contribute to the loss of cultural diversity by eclipsing local content with worldwide fads (Kuss & Griffiths, 2017; Throsby, 2008). The key issue is finding a balance between the advantages of social media in cultural preservation and the adverse effects of addiction, such as a decrease in real-world involvement and the danger of cultural dilution (Primack et al., 2017). It's essential to use social media wisely to maximize its advantages without compromising efforts to preserve culture.

Strategies for Balancing Social Media Use and Cultural Preservation

1. **Digital Literacy and Mindful Usage:** Promoting digital literacy and encouraging mindful social media usage can mitigate addiction. Educational programs can teach users to recognize signs of addiction and adopt healthier online behaviors (Livingstone, 2012; Buckingham, 2007).
2. **Leveraging Social Media for Cultural Preservation:** Social media can be a powerful tool for cultural preservation if used strategically. Cultural institutions can create engaging content that highlights local traditions, stories, and languages, making them accessible to a global audience (Jenkins, 2006; Boyd, 2014).
3. **Collaborative Efforts:** Collaboration between technologists, cultural preservationists, and policymakers is crucial. Developing policies that support cultural content creation and providing funding for digital preservation projects can enhance efforts to balance digital engagement with cultural continuity (UNESCO, 2019; Appadurai, 2001).
4. **Community Involvement:** Engaging local communities in digital preservation efforts ensures authenticity and sustainability. Community-driven initiatives, such as crowdsourced digital archives and participatory cultural projects, can foster a sense of ownership and pride in cultural heritage (Smith & Anderson, 2018; Kuss & Griffiths, 2017).

CONCLUSION

The digital revolution presents both challenges and opportunities for society. While social media addiction is a pressing issue, it is possible to balance technological engagement with cultural preservation. Navigating the digital revolution requires a nuanced understanding of the interplay between social media addiction and cultural preservation. While social media addiction presents significant challenges, it also offers unprecedented opportunities for cultural dissemination and preservation. By fostering digital literacy, promoting community initiatives, and implementing supportive policies, society can strike a balance that leverages the benefits of social media while safeguarding cultural heritage. By promoting digital literacy, leveraging social media for positive cultural impact, fostering collaborative efforts, and involving communities, we can navigate the digital revolution in a way that honors and sustains cultural diversity. Future research should continue to explore innovative strategies and the evolving dynamics of this balance.

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LITERARY FINDINGS

A Peer Reviewed International Journal of Multidisciplinary Research - ISSN : 2278-2311

VOL: 13

OCTOBER - 2024

ISSUE: 4

INTERACTIVE AND MULTIMEDIA TECHNOLOGIES

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Abstract

Interactive and multimedia technologies have revolutionized the way we consume, create, and interact with digital content. This paper explores the fundamental concepts, tools, and applications of these technologies, highlighting their impact on various fields such as education, entertainment, business, and healthcare. The study delves into the historical evolution of interactive and multimedia technologies, their current state, and future trends. By examining the integration of multimedia elements, user interface design, and interactive tools, this paper provides a comprehensive overview of the dynamic and rapidly evolving landscape of interactive and multimedia technologies.

Keywords: Graphic Design Software, Web-Based Multimedia, AI and Machine Learning.

Introduction

The advent of interactive and multimedia technologies has marked a significant shift in the digital landscape, transforming traditional modes of communication and engagement. These technologies encompass a wide range of digital tools and platforms that facilitate the creation, manipulation, and distribution of multimedia content, including text, graphics, audio, video, and animation. The increasing demand for rich, immersive experiences has driven the development and adoption of these technologies across various sectors. This aims to provide an in-depth analysis of interactive and multimedia technologies, exploring their fundamental concepts, tools, and applications. The introduction of these technologies has not only enhanced user engagement but also opened new avenues for innovation and creativity. By examining the historical evolution, current trends, and future prospects, this paper seeks to offer valuable insights into the role of interactive and multimedia technologies in shaping the future of digital interactions.

Historical Evolution

The development of interactive and multimedia technologies has progressed from simple text-based interfaces to sophisticated systems incorporating graphics, audio, video, and animation. Early examples

include the advent of personal computers and the internet, followed by advancements in graphical user interfaces (GUIs), multimedia authoring tools, and interactive web technologies.

Importance in Modern Applications

These technologies are critical in various fields, including education, entertainment, business, healthcare, and communication. They provide innovative ways to present information, facilitate learning, enhance user engagement, and improve overall user experience.

Fundamental Concepts:

- ❖ **Interactivity and User Engagement:** Interactivity refers to the ability of users to interact with digital content in real-time, leading to higher levels of engagement and immersion. It includes elements such as clickable buttons, interactive videos, and user-driven narratives.
- ❖ **Multimedia Elements**
 - ★ **Text:** The primary medium for conveying information.
 - ★ **Graphics:** Visual elements such as images, icons, and illustrations.
 - ★ **Audio:** Sound elements including music, narration, and sound effects.
 - ★ **Video:** Moving images that can include live-action footage, animations, and transitions.
 - ★ **Animation:** Animated graphics that bring visual elements to life.
- ❖ **User Interface Design:** The design of user interfaces (UI) focuses on creating intuitive, accessible, and user-friendly interfaces that facilitate easy interaction with digital content. Good UI design enhances user experience and satisfaction.
- ❖ **Multimedia Tools and Software**
 - ✱ **Authoring Tools:** Software used to create multimedia content, such as Adobe Flash, Adobe Director, and modern alternatives like Adobe Animate and Unity.
 - ✱ **Graphic Design Software:** Tools such as Adobe Photoshop, Illustrator, and CorelDRAW used for creating and editing visual content.
 - ✱ **Audio and Video Editing Tools:** Software like Adobe Audition, Audacity, Adobe Premiere Pro, and Final Cut Pro used for editing sound and video clips.
 - ✱ **Animation Software:** Programs such as Adobe Animate, Blender, and Toon Boom Harmony used for creating animations.

Interactive Technologies

- **Touchscreen Interfaces:** Touch-based interfaces that allow users to interact with devices through touch gestures, prevalent in smartphones, tablets, and kiosks.
- **Virtual and Augmented Reality:** VR provides immersive experiences by placing users in a simulated environment, while AR overlays digital content onto the real world.
- **Gesture-Based Interactions:** Technologies that recognize and respond to user gestures, such as motion-sensing devices like the Microsoft Kinect.
- **Voice Recognition Systems:** Systems that process and respond to vocal commands, commonly found in virtual assistants like Siri, Alexa, and Google Assistant.

Multimedia Content Creation

- **Storyboarding and Script writing:** Planning tools for outlining the structure and narrative of multimedia projects.
- **Visual Design Principles:** Fundamentals of creating visually appealing and effective designs, including layout, color theory, and typography.

- **Audio Production Techniques:** Processes involved in recording, editing, and mixing sound elements.
- **Video Production Techniques:** Steps for producing video content, from shooting footage to post-production editing.

Web-Based Multimedia

- **HTML5 and CSS3:** Markup and styling languages used to structure and design web pages with multimedia content.
- **JavaScript and Multimedia APIs:** Scripting language and application programming interfaces used to add interactivity and multimedia functionality to web pages.
- **WebGL and 3D Graphics:** JavaScript API for rendering 3D graphics in web browsers.
- **Streaming Media on the Web:** Technologies and protocols for delivering audio and video content over the internet, such as HTML5 video, HLS, and DASH.

Interactive and Multimedia Applications

- **Educational Software:** Programs designed to facilitate learning and teaching through interactive multimedia content.
- **Interactive Storytelling:** Narrative techniques that allow users to influence the storyline through their interactions.
- **Gaming Technologies:** Technologies used in the development of video games, incorporating rich multimedia and interactive elements.
- **Virtual Tours and Simulations:** Digital simulations of real or imagined environments that users can explore interactively.

Multimedia Databases and Formats

- **Storage and Retrieval of Multimedia Data:** Methods for storing and accessing multimedia content, including databases optimized for large-scale multimedia data.
- **Compression Techniques:** Algorithms and methods for reducing the size of multimedia files while maintaining quality, such as JPEG for images and MP3 for audio.
- **Multimedia File Formats:** Standard formats for storing multimedia content, including formats like MP4, AVI, and MPEG for video, and PNG, JPEG, and GIF for images.
- **Metadata Standards:** Standards for describing and cataloging multimedia content to facilitate organization and retrieval.

Human-Computer Interaction (HCI)

- a) **Principles of HCI:** The study of how people interact with computers and designing systems that are effective and user-friendly.
- b) **Usability Testing:** Evaluating a product by testing it with real users to identify usability issues and improve design.
- c) **Accessibility in Multimedia:** Designing multimedia content to be accessible to users with disabilities, adhering to standards like WCAG.
- d) **User Experience Design:** The process of enhancing user satisfaction by improving the usability, accessibility, and pleasure provided in the interaction with a product.

Emerging Trends in Interactive and Multimedia Technologies

- **AI and Machine Learning in Multimedia:** Applying artificial intelligence and machine learning techniques to enhance multimedia content creation, personalization, and interaction. Artificial intelligence and machine learning are revolutionizing multimedia content creation and interaction. AI-driven algorithms enable automated editing, enhancing, and generation of multimedia content, significantly reducing the time and effort required by human creators. For instance, AI can analyze vast amounts of data to generate high-quality images, videos, and audio tailored to specific user preferences. Machine learning models can also enhance personalization in multimedia experiences. By analyzing user behavior and preferences, these models can recommend content that aligns with individual tastes, creating a more engaging and customized experience. Platforms like Netflix and Spotify utilize ML algorithms to suggest movies, shows, and music that users are likely to enjoy based on their past interactions. Moreover, AI-powered interactive multimedia applications are becoming increasingly sophisticated. Virtual assistants like Siri and Alexa use natural language processing to understand and respond to user queries, providing a more interactive and human-like experience. In the gaming industry, AI-driven characters and environments adapt in real-time to player actions, offering a dynamic and immersive experience.
- **Internet of Things (IoT) and Multimedia:** Integration of multimedia capabilities into IoT devices to enable smart, interconnected environments. In the realm of healthcare, IoT-enabled multimedia devices are enhancing patient care and monitoring. Wearable health devices can track vital signs and relay real-time data to healthcare providers, enabling timely interventions and personalized treatment plans. Additionally, multimedia-rich IoT devices in smart cities facilitate efficient management of resources, from traffic control to waste management, improving overall quality of life. The convergence of IoT and multimedia is also evident in the retail sector. Smart mirrors in stores provide an interactive shopping experience by allowing customers to virtually try on clothes and accessories. These devices use augmented reality to overlay digital images onto real-world reflections, offering a seamless and engaging shopping experience.
- **Wearable Technologies:** Devices like smartwatches and augmented reality glasses that provide interactive and multimedia experiences. Smartwatches, for example, enable users to receive notifications, track fitness activities, and even make phone calls, all while on the go. These devices often feature vibrant touchscreens and intuitive interfaces, making multimedia interaction effortless. Fitness trackers equipped with multimedia capabilities provide audio and visual feedback during workouts, enhancing the exercise experience. AR glasses are pushing the boundaries of interactive multimedia by overlaying digital information onto the physical world. These glasses can display real-time data, navigation instructions, and even immersive gaming experiences, all while the user remains aware of their surroundings. In professional settings, AR glasses are used for remote assistance, where experts can guide field workers through complex tasks using real-time video and augmented annotations.
- **Blockchain and Multimedia:** Using blockchain technology to manage and secure multimedia content, ensuring authenticity and traceability. In the realm of digital art and media, blockchain enables the creation and trading of non-fungible tokens (NFTs). NFTs represent unique digital assets that can be bought, sold, and traded on blockchain platforms. This innovation has opened new avenues for artists and creators to monetize their work, as NFTs provide a secure and transparent way to manage ownership and transactions. Blockchain technology also addresses the challenges of copyright infringement and unauthorized distribution. By embedding metadata and ownership information directly into the blockchain, creators can track the usage and distribution of their content, ensuring they receive

proper credit and compensation. This level of transparency and control is particularly valuable in industries such as music, film, and publishing.

Conclusion

Interactive and multimedia technologies continue to redefine the boundaries of digital interaction, offering unprecedented opportunities for creativity, engagement, and innovation. As these technologies evolve, they are poised to play an increasingly integral role in various domains, from education and entertainment to business and healthcare. The exploration of fundamental concepts, tools, and applications presented in this paper underscores the transformative potential of interactive and multimedia technologies. Looking ahead, the integration of emerging technologies such as artificial intelligence, virtual and augmented reality, and the Internet of Things will further enhance the capabilities and applications of interactive and multimedia systems. By staying attuned to these advancements and addressing the associated challenges, stakeholders can harness the full potential of interactive and multimedia technologies to create more engaging, accessible, and immersive digital experiences.

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LITERARY FINDINGS

A Peer Reviewed International Journal of Multidisciplinary Research - ISSN : 2278-2311

VOL: 13

OCTOBER - 2024

ISSUE: 4

CROSS CULTURAL PSYCHOLOGY AND DIGITAL HERITAGE IN TEACHER EDUCATION

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Abstract

This paper examines the intersection of cross-cultural psychology and digital heritage within the realm of teacher education. It explores how cultural diversity influences cognitive processes, classroom dynamics, and emotional expression, emphasizing the need for culturally responsive teaching strategies. Additionally, the paper delves into the role of digital heritage in preserving and presenting cultural narratives, utilizing innovative technologies such as virtual and augmented reality to enhance educational experiences. By integrating these interdisciplinary approaches, the paper aims to equip future educators with the skills and knowledge to effectively manage diverse classrooms, promote mental health awareness, and engage students with culturally rich and technologically advanced learning environments. This integration ultimately seeks to foster more inclusive, effective, and enriching educational practices. **Cross-Cultural Psychology** is a branch of psychology that examines the cultural factors that influence human behavior. It aims to understand how cultural context affects psychological processes, including cognition, emotion, development, and social behavior. Key aspects of cross-cultural psychology include **Cultural Comparisons, Cultural Influence, Ethnocentrism Reduction and Acculturation**. Teachers learn about different cultural backgrounds, values, and practices. This helps them to appreciate diversity and to understand how cultural context affects students' behavior, learning styles, and educational needs.

Keywords: Cultural Comparisons, Cultural Influence, Ethnocentrism Reduction, Acculturation.

Introduction

In a globalized world, the landscape of education is continuously evolving, with classrooms becoming increasingly multicultural. This shift necessitates a profound understanding of cultural diversity and the integration of modern technologies to preserve and present cultural narratives. Cross-cultural psychology offers valuable insights into how cultural differences impact cognitive processes, social behavior, and emotional expression. Simultaneously, digital heritage provides innovative tools to make

cultural histories accessible and engaging for students. The integration of cross-cultural psychology and digital heritage within the context of teacher education, emphasizing the importance of culturally responsive teaching strategies and the use of digital tools to enrich educational experiences.

Cross Cultural Psychology

- ✳ **Cultural Comparisons:** Comparing psychological phenomena across different cultures to identify universal traits and culture-specific traits.
- ✳ **Cultural Influence:** Studying how culture shapes individuals' thoughts, feelings, and behaviors.
- ✳ **Ethnocentrism Reduction:** Reducing biases that come from viewing one's own culture as the standard against which others are judged.
- ✳ **Acculturation:** Exploring how individuals adapt to a new culture and the psychological impacts of this process.

Cultural Influences on Learning and Instruction

Understanding cultural influences on learning and instruction is fundamental in developing effective teaching methods. Cross-cultural psychology examines how cultural backgrounds shape cognitive processes, including perception, memory, and problem-solving. For instance, research has shown that students from collectivist cultures may prefer collaborative learning environments, while those from individualist cultures might excel in competitive settings.

Teacher education programs must equip future educators with the knowledge to recognize and accommodate these diverse learning styles. This involves creating inclusive lesson plans that cater to a range of cognitive preferences and employing strategies that foster a supportive and engaging learning environment. By understanding the cultural influences on learning, teachers can better address the needs of their students and enhance their educational outcomes.

Cultural Dimensions and Classroom Dynamics

Classroom management in multicultural settings requires an understanding of cultural dimensions such as individualism versus collectivism, power distance, and uncertainty avoidance. These dimensions influence student behavior, communication styles, and attitudes towards authority. For example, students from high power distance cultures may exhibit deference to authority figures and expect a hierarchical classroom structure, while those from low power distance cultures might prefer egalitarian interactions. Teachers need to adapt their classroom management strategies to accommodate these cultural differences, fostering an environment where all students feel respected and valued. Teacher education programs should include training on cultural dimensions and their impact on classroom dynamics. This training can help future educators develop culturally responsive management techniques that promote positive behavior, encourage participation, and build a cohesive classroom community.

Emotions and Cultural Awareness in Teaching

Emotions play a crucial role in learning and teaching, and cultural differences in emotional expression and regulation can affect classroom interactions. Cross-cultural psychology provides insights into how emotions are perceived and expressed in different cultures, highlighting the importance of cultural sensitivity in recognizing and responding to students' emotional needs. Teachers must be aware of cultural norms regarding emotional expression to create a supportive classroom environment. For instance, students from some cultures may express emotions more openly, while others might suppress their feelings due to cultural norms. Educators should employ culturally appropriate strategies for emotional regulation and conflict resolution, ensuring that all students feel understood and supported.

Teacher education programs should incorporate training on emotional awareness and cultural sensitivity, equipping future educators with the skills to navigate emotional dynamics in multicultural classrooms effectively. This training can help teachers build strong relationships with their students, fostering a positive and inclusive learning environment.

Social Norms and Behavior in Schools

Cultural norms and social behavior significantly influence classroom interactions and student relationships. Understanding these norms is essential for fostering positive interpersonal relationships and effective communication in diverse classrooms.

Cross-cultural psychology examines how cultural backgrounds shape social behavior, including communication styles, group dynamics, and social identity. For example, students from collectivist cultures may prioritize group harmony and cooperation, while those from individualist cultures might emphasize personal achievement and independence. Teacher education programs should emphasize the importance of cultural competence in understanding and respecting social norms. Educators should be trained to recognize and address cultural biases and stereotypes, promoting an inclusive and respectful classroom environment. By fostering positive social interactions, teachers can enhance student engagement and create a supportive learning community.

Mental Health and Well-being in Diverse Educational Settings

The mental health and well-being of students are critical components of their academic success. Cultural differences in the perception and expression of mental health issues can impact students' well-being and their ability to seek help. Cross-cultural psychology highlights the importance of cultural competence in identifying and supporting students with diverse mental health needs. Teachers must be aware of cultural syndromes and idioms of distress, recognizing that mental health issues may manifest differently across cultures. Teacher education programs should include training on culturally competent mental health practices, equipping future educators with the skills to support the well-being of all students. This training can help teachers identify signs of distress, provide appropriate support, and promote mental health awareness in the classroom.

Acculturation and Identity Development in Education

Acculturation, the process of adapting to a new culture, can significantly impact students' identity development and educational experiences. Understanding the challenges and opportunities associated with acculturation is essential for supporting students in multicultural classrooms. Cross-cultural psychology provides insights into the processes of acculturation, including the development of bicultural identity and the impact of cultural adaptation on well-being. Teachers must be equipped to support students in navigating these challenges, fostering a sense of belonging and cultural integration. Teacher education programs should include training on acculturation and identity development, helping future educators understand the complexities of cultural adaptation. This training can empower teachers to support students' cultural identities, enhance their sense of belonging, and promote positive educational outcomes.

Ethical Considerations in Cross-Cultural Educational Research

Conducting cross-cultural research in education presents unique ethical challenges. Researchers must navigate methodological considerations, cultural sensitivity, and ethical standards to ensure the validity and integrity of their studies. Cross-cultural psychology emphasizes the importance of ethical practices in diverse educational settings, highlighting the need for culturally sensitive research methodologies. Teacher education programs should include training on ethical considerations in cross-cultural research, equipping future educators with the skills to conduct ethical and culturally competent research. By understanding the

ethical implications of cross-cultural research, teachers can apply research findings to improve their teaching practices and enhance the educational experiences of their students.

Digital Preservation of Educational Materials

Digital preservation techniques play a crucial role in maintaining and sharing educational materials. The digitization of teaching resources ensures their accessibility and longevity, making them available to a wider audience. Teacher education programs should incorporate training on digital preservation, teaching future educators how to digitize and archive educational content effectively. This training can help teachers create digital repositories of teaching materials, ensuring that valuable resources are preserved for future use. By utilizing digital preservation techniques, educators can enhance the accessibility and sustainability of educational materials, benefiting both teachers and students.

Virtual and Augmented Reality in Teaching

Virtual and augmented reality (VR and AR) offer innovative tools for enhancing cultural heritage education. These technologies provide immersive and interactive experiences, allowing students to explore cultural narratives and historical contexts in engaging ways. Teacher education programs should include training on the use of VR and AR in the classroom, teaching future educators how to integrate these technologies into their teaching practices. This training can help teachers create virtual field trips, historical reconstructions, and interactive heritage education tools that engage and inspire students. By leveraging VR and AR technologies, educators can provide students with unique learning experiences that bring cultural heritage to life.

Big Data and Cultural Heritage in the Classroom

Big data and cultural heritage offer valuable resources for teaching historical trends and cultural narratives. By analyzing large datasets, educators can uncover patterns and insights that enhance their teaching practices. Teacher education programs should include training on the use of big data in cultural heritage education, teaching future educators how to integrate data analysis and spatial analysis into their lessons. This training can help teachers create data-driven projects that engage students and promote critical thinking. By incorporating big data into their teaching practices, educators can provide students with a deeper understanding of cultural heritage and historical trends.

Accessibility and Access to Digital Educational Resources

Ensuring accessibility and equitable access to digital educational resources is essential for promoting inclusive education. Addressing the digital divide and providing accessible materials ensures that all students have the opportunity to engage with digital heritage content. Teacher education programs should include training on accessibility and digital equity, teaching future educators how to create and provide accessible digital resources. This training can help teachers address the needs of diverse learners, ensuring that all students can benefit from digital heritage materials. By promoting accessibility and digital equity, educators can create inclusive learning environments that support the success of all students.

Technological Innovations in Cultural Heritage Education

Technological innovations offer new opportunities for enhancing cultural heritage education. Emerging technologies such as 3D scanning, virtual reality, and augmented reality provide innovative tools for engaging students with cultural narratives and historical contexts. Teacher education programs should include training on the use of emerging technologies in cultural heritage education, teaching future educators how to integrate these tools into their teaching practices. This training can help teachers stay at the forefront of educational technology, providing students with cutting-edge learning experiences. By leveraging

technological innovations, educators can create dynamic and engaging cultural heritage education experiences that inspire and educate students.

Conclusion

Integrating cross-cultural psychology and digital heritage into teacher education is essential for preparing educators to meet the demands of culturally diverse classrooms. Understanding the impact of cultural differences on learning and behavior enables teachers to adopt inclusive and responsive teaching strategies. It is vital for cultivating culturally responsive and technologically adept educators. By understanding diverse psychological frameworks, teachers can better support the varying needs of their students, fostering inclusive and equitable learning environments. Digital heritage tools further enrich this process by providing innovative methods to engage with cultural content, preserving and sharing diverse histories in interactive ways. Ultimately, integrating these elements enhances teachers' abilities to connect with and inspire a multicultural student body, preparing them for the complexities of a globalized world.

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LITERARY FINDINGS

A Peer Reviewed International Journal of Multidisciplinary Research - ISSN : 2278-2311

VOL: 13

OCTOBER - 2024

ISSUE: 4

NEXT-GEN METHODS TO INVESTIGATE WHERE IN CULTURAL EDUCATION ADAPTIVE LEARNING FITS

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ABSTRACT

This study addresses how to integrate adaptive learning technologies into cultural education, to discover new methods that allow for enhanced learning experiences in a plethora of cultural situations. Adaptive learning technologies created personalised pathways making it adaptable for every learner suited to his/her own needs. Adjustments need to be made for this application to serve the cultural education sector effectively and deal with diversity-related issues, contributing towards inclusive learning. This study will provide a view and discussion on trends, challenges faced, as well the opportunities available to adaptive learning technology in culturally sensitive settings. This investigation serves two main goals: - first, to assess the practicality and feasibility of adaptive learning tools implemented in cultural education; second, to Significantly optimize the deployment of these technologies to serve a wider audience of culturally based learners.

Keywords: Adaptive Learning Technologies, Cultural Diversity in Education Cultural education, inclusive learning environments, and differentiated student pathways.

INTRODUCTION

Adaptive learning technology works as a promising model to meet the personal educational convenience, with its provision of one-on-one content delivery and exams; and feedback systems. Cultural Education: Adaptive technologies are developed to offer a classroom experience that caters to individual learning paces and different cultural backgrounds; adapting to these differences can help improve educational outcomes in cultural education. Cultural education is aimed at raising awareness or respect for different

cultural viewpoints. This paper introduces innovative methods for improving cultural education and promoting inclusivity in connection to the complexity of culture through adaptive learning technologies.

REVIEW OF PAST STUDIES

With the help of adaptive learning tools, it is possible to extend our educational practices by creating diverse and inclusive learning environments that foster cultural competency. More work is needed to study the scalability of these technologies in different cultural contexts and their lasting impact on learner engagement, student retention rates, and value creation for Indigenous groups (Robinson et al., 2022). One emerging area of interest designed to optimize learning through the lens of multiple contexts is adaptive learning technology in cultural education. Adaptive learning technologies work dynamically to serve the needs of each learner by offering personalized content delivery, testing, and feedback systems (Johnson, 2020). An adaptive learning system must have native multilingual help, cultured contextually adapt the material, and make sure that each student has access to appropriate technology infrastructure.

OBJECTIVE 1: Evaluate the efficiency of the currently used adaptive learning tools in teaching culture

Adaptive learning technologies relate to several technologies and practices that revolve around the modification of the learning process to suit the learners. For cultural education, the technologies should be in a position to consider the language, social, as well as environmental differences as a way of meeting the students from all backgrounds. Therefore, the section under discussion aims to assess the relevance and validity of the concept and modern variations of adaptive learning, including personalized LMS and ITS in the multicultural educational environment. The unchangeable or essential types of changes include for instance the diploma and course adjustments to the international culture in the way of evaluation, incorporation of multiculturalism in the content, and utilization of the relevant data in the achievement of the intended goals by the learners.

I. ADVANCES IN TECHNOLOGY REGARDING FLEXIBLE LEARNING

Studied adaptive learning systems include dream box learning, Knewton, and smart Sparrow; and these systems have been adopted in several contexts with the overall intent of improving student learning through the utilization of a student's learning path. These platforms work through the analysis of learner profiles, meaning each person's specific profile, their inclinations, their effectiveness, or things they need to improve to deliver relevant and optimized learning content.

II. CULTURAL EDUCATION'S EFFICACY

Incidentally, most of these technologies in cultural education have not been proven to be effective despite their consistent use. Recent findings have indicated that adaptive learning technology increases the students' performance and learning attitude in mathematics and science courses. Nevertheless, to apply these platforms in cultural education, additional modifications are needed. Thus, the cultural education under consideration also implies a profound understanding of students and cultural settings.

III. OPPONENT: ADAPTIVE LEARNING TECHNOLOGY IN CULTURAL EDUCATION

1. **Cultural Relevance:** The material offered should be able to consider the facts that the students are in a diverse q classroom. A typical issue that afflicts most conventional adaptive learning systems is the lack of ability to consider a culture.
2. **Language Barriers:** It is quite a daunting task to provide adaptive information to people especially when there is a difference in languages. Speaking and understanding must also be multilingual.
3. **Modification of Evaluation:** This may be so because learners, especially from different cultural backgrounds, may not be 'captured' in academic advancement by traditional means of evaluation. The final

consideration while changing the test is the differences in cultural factors affecting cognitive processes and learning styles.

4. **Access and Equality:** Adaptive learning affects the learner's performance by appropriately delivering instructional materials and learning resources; therefore, it must be made available to everyone. If children from poor backgrounds have no access to the right technology other than what can be afforded in their school, such gaps may even widen.

OBJECTIVE 2: Mapping the strategies for enhancing adaptive learning technologies in the continuation of cultural learning

I. The dynamics in cultural education are being addressed by introducing ideas on enhancing the application of AL tech in teaching. These include the following techniques:

1. **Cultural Content Customization:** Culturally appropriate case studies, examples, and multimedia resources in the development of flexible educational modules that the procedures indicated are most grounded since it would help address results to students from culturally diverse backgrounds understand the material better. We can refer to this as the customization of cultural content. For example, the use of folklore, historical events, and cultural ceremonials increases the likelihood of learning since they relate to culture.

2. **Modifiable Evaluation Techniques:** Employing flexible means of assessment that reflect the success, learning styles, language, and cultural norms of students. Evaluations can also be more versatile as opposed to the current rigid formats of the assessment tools that are aligned with the different cultures of the contributors as well as the response formats and styles.

3. **Collaborative Learning Communities:** In virtual or hybrid models for learning communities, also enable the students to engage in face-to-face peer-to-peer learning exchange, cross-cultural discussions, and shared cooperative learning projects for the development of empathy and reason. Respect and a feeling of community can be fostered and also enhanced with the help of adaptive technologies that connect alike children with similar talents or interests.

4. **Interactive Simulations and Game-Based Learning:** Elements such as games and simulation with the incorporation of cultural aspects that may resemble real-life situations might help the learners apply the cultural information that has been learned in real situations. Using games in teaching enhances the students' motivation and learning, and the use of a simulation prepares the students for an interactive adventure that offers the enlightenment of cultural experiences.

5. **Multimodal Learning Materials:** To cater to diverse learners, wide and diverse information, educational, counselling, and training products are made available in the forms of video, instantaneous graphics, and YouTube among others. This way, the multimodal resources can enhance the content's applicability and relevance between various cultural contexts along with the frameworks for learning and development.

6. **Artificial Intelligence & Machine Learning:** Learner data is utilized alongside machine learning and artificial intelligence to provide targeted suggestions for cultural learning. To effectively address the needs of diverse cultural backgrounds, AI enhances the ongoing improvement of adaptive learning systems by identifying patterns and trends in learner behavior.

7. **Community and Stakeholder Involvement:** This ensures the inclusion of insights from local communities in the development and implementation of adaptive learning technologies. In summary, community feedback helps align methods and materials with local ethnocultural practices, ultimately enhancing educational outcomes.

II. CULTURAL CONTEXTS AND INNOVATIVE LEARNING AN ESSENTIAL COMPONENTS OF MODERN CURRICULA

Since adaptive technologies address the individual needs and wants of each learner in the course delivery systems, these technologies are gradually transforming cultural education. This unique strategy applies personalized algorithms and appropriate data-driven insights to enhance the learning results excluding the conventional 'one-size-fits-all' methods. In the framework of cultural learning, adaptive learning can provide the individual course through several topics of the culture, such as historical, art, language, and traditional courses. An adaptive learning system, for instance, has the flexibility of adjusting the content to the student's past knowledge and learning speed in a biology course that introduced the learner to conventional medicine. A complex lecture on the biochemical profiles of medicine manufactured from plants consumed by various societies might be given to a student who has a good foundation in plant physiology, whereas an illiterate might be introduced to fundamentals. Adaptive learning methodologies which are considered the modern state-of-art are enhanced by applying immersive technologies such as virtual reality (VR) and augmented reality (AR) to cultural learning. Thanks to these technologies, students can explore the empirical approaches and results about the cultural aspects. For instance, a virtual reality simulation approximately the gardens in China that were used to cultivate herbs for China's conventional medical approaches would enable students to identify the plant species that are used in usual remedies and understand the imperial importance of such practices. Thus, both the aspects of botanical science and cultural studies can be implemented into the process of education as smoothly as in this case. Further, learner data could be used by the adaptive learning platforms to determine the strong, weak, and improvement zones. It enables them to give specific material assistance and targeted strategies. An adaptive system might provide individual practice problems concerning the mechanics and the materials science principles used in the construction of the pyramids and the Roman aqueducts for instance to a high school physics class with a focus on the marvels of the ancients. Subsequently, as the next step of the hints described above, adaptive learning may be stated as a true further development of educational technology because it offers students extremely personal and sensitive approaches to the explanation of cultures. If these suggestions are implemented then the status of institutions will improve, people will have a better insight and perception about the diverse culture and the institutions will become a justified and open place to carry out learnings. Here are some points and the Importance of why adaptive learning is relevant to improve cultural education in today's institutions.

Personalized Learning Paths:

Recommendation: When it comes to the students, there is also a chance to employ the element of adaptive learning technology to which contents matter to them, and how they prefer to learn, and develop.

Why It's Crucial: It is for this reason that having personal learning paths, helps in making learning about cultures not just necessary but enjoyable for each student. Since adaptive learning systems help in matching content relevant to each learner's situation and preferences, students are in a position of being able to relate to different aspects of culture hence improving their understanding and appreciation of the mentioned issues.

Instant Feedback and Evaluation:

Recommendation: Use learning management systems to deliver pertinent information to the learners about the results of cultural knowledge tests and fun items.

Why It's Crucial: Instantiation helps the students in that they can untangle and solve any ambiguity or lack of certain cultures at that instance. The checking is done on the spot which makes the growth steady and learning livelier.

Enhanced Engagement Through Gamification:

Recommendation: Integrate the schemes of games into the adaptive learning solutions to increase the levels of cultural content.

Why It's Crucial: Therefore, as part of further educational activity, the current key approaches can be implemented into practice in the form of developing types of lessons and coursework – gamification; such actions can not only increase the interest of students in the process of learning as a whole, but it will also make the material being studied more interesting and comprehensible, considering the specifics of various cultures. Thus, it can contribute to the improvement of the process of preserving historical and/or cultural knowledge and skills.

Data-driven perceptivity for preceptors:

Recommendation: Share data and analysis deduced from adaptive literacy systems with the preceptors to help in determining the civilization of artistic literacy needs as well as their progress.

Why It's Crucial: The use of data ensures that constructive information can be used to justify the approaches used in the tutoring and operation of scholars. This in turn assists in tutoring and in the operation of scholars who develop certain literacy difficulties.

Flexible literacy surroundings:

Recommendation: Apply the concept of adaptivity to develop a system where literacy can be done at an accessible time and in a asked place; this will enable scholars to learn about societies on their own terms.

Why It's Key: By espousing inflexibility in a literacy terrain, a pupil's artistic education becomes flexible enough to be planned to suit the favoured times of utmost scholars as well as the favoured system of learning for the scholars.

Cultural Exchange openings:

Recommendation: Promote virtual artistic commerce practices grounded on espousing scholars' literacy platforms that will enable scholars to interact with scholars from other societies.

Why It's Crucial: Virtual exchanges enhance the two parties' artistic knowledge since the scholars get to learn and interact directly with individuals from the different corridors of the world.

CONCLUSION

In conclusion, one can assert that the integration, customization, and active learners' engagement stimulated by adaptive literacy technologies shift artistic education. Through similar innovative strategies, preceptors may allow the scholars to explore and appreciate the interrelation of wisdom and culture in colorful and dynamic mores by which the scholars' learning technologies deliver learning in new ways they produce fresh possibilities for the delivery of artistic education with perceptivity and development of learners' artistic perceptivity. In doing so, this exploration contributes to the growing dialogue on how technology could serve the purpose of diversifying culture or equating education by proposing how strengths with the technologies could be maximized, and at the same time presenting a particular perspective and notice on them. Unborn exploration studies should thus concentrate on examining the effectiveness of adaptive literacy results in different artistic settings and assessing the long-term impact of the results on learners' engagement and culture-sensitive knowledge gain.

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LITERARY FINDINGS

A Peer Reviewed International Journal of Multidisciplinary Research - ISSN : 2278-2311

VOL: 13

OCTOBER - 2024

ISSUE: 4

THE DIGITAL REVOLUTION: A NEW FRONTIER FOR CULTURAL PRESERVATION

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Abstract

The digital revolution has fundamentally transformed the landscape of cultural preservation, offering innovative ways to document, protect, and share our collective heritage. Digital technologies, such as virtual and augmented reality, artificial intelligence, and online archives, have significantly enhanced accessibility and preservation efforts. However, the shift to digital also introduces new challenges, including ethical considerations, digital decay, and intellectual property issues. This essay explores the impact of digitalization on cultural preservation, examines emerging technologies, and addresses the complexities associated with safeguarding our cultural treasures in the digital era. While the future holds exciting possibilities, sustainable strategies are crucial for ensuring the long-term preservation of our cultural heritage.

Introduction

The digital age has introduced a new frontier in the field of cultural preservation, revolutionizing the way we interact with, preserve, and share our cultural heritage. From ancient artifacts and historical sites to intangible cultural expressions and endangered languages, digital technologies offer unparalleled opportunities for safeguarding and promoting our collective past. As we embrace digitalization, it is essential to understand its multifaceted impact on cultural preservation. This essay delves into the transformative power of digital technologies, highlighting both the benefits and challenges associated with the digital revolution in cultural preservation. It explores the roles of virtual reality (VR), augmented reality (AR), artificial intelligence (AI), and digital archives in creating immersive and accessible cultural experiences, while also addressing ethical, legal, and technical considerations.

Digital Revolution

The advent of the digital age has ushered in a paradigm shift in how we interact with and preserve our cultural heritage. From ancient artifacts to intangible traditions, digital technologies are revolutionizing the way we safeguard and share our collective past. This essay will delve into the profound impact of the digital revolution on cultural preservation, exploring its benefits, challenges, and the future prospects it holds.

One of the most significant benefits of digitalization is its ability to enhance accessibility. By digitizing cultural artifacts and making them available online, we can democratize access to our shared history. This is particularly important for marginalized communities or those in remote areas who may not have physical access to museums or cultural institutions. Digital platforms can also provide translation services and contextual information, making cultural heritage more inclusive and understandable to a wider audience.

Moreover, digital technologies offer unprecedented opportunities for preservation. Traditional methods of preservation, such as physical storage, can be vulnerable to damage, decay, and theft. Digital copies, on the other hand, can be stored in multiple locations, reducing the risk of loss. Furthermore, digital restoration techniques can be used to repair damaged artifacts and preserve their integrity for future generations.

However, the digital revolution is not without its challenges. One major concern is the potential for digital decay. Over time, digital formats can become obsolete, making it difficult to access and preserve cultural heritage. This is why it is crucial to develop long-term digital preservation strategies that ensure the longevity of digital content. Additionally, there are ethical considerations to be addressed, such as issues of copyright, intellectual property, and cultural appropriation.

Despite these challenges, the future of cultural preservation looks promising. Emerging technologies, such as artificial intelligence and virtual reality, offer exciting possibilities for engaging with and experiencing cultural heritage in new and innovative ways. For example, AI can be used to analyze and interpret vast amounts of cultural data, while VR can create immersive experiences that transport us back in time.

The digital revolution has transformed the landscape of cultural preservation. By enhancing accessibility, improving preservation, and fostering new forms of engagement, digital technologies offer a powerful tool for safeguarding our collective heritage. However, it is essential to address the challenges associated with digitalization and develop sustainable strategies for the long-term preservation of our cultural treasures.

Virtual and Augmented Reality for Cultural Heritage

Virtual Reality (VR) and Augmented Reality (AR) have emerged as powerful tools for preserving and presenting cultural heritage. These technologies offer immersive experiences that can transport users back in time and provide a deeper understanding of historical events, artifacts, and cultural practices.

VR allows users to be fully immersed in a simulated environment, creating a sense of presence and engagement. For example, VR can be used to reconstruct ancient cities, allowing visitors to explore ruins and landmarks that may have been destroyed or are inaccessible. This technology can also be used to create interactive exhibits that bring history to life through storytelling and simulations.

AR, on the other hand, overlays digital information onto the real world. This technology can be used to provide context and additional information about historical sites and artifacts. For instance, AR can be used to display historical images or videos at specific locations, giving visitors a glimpse into the past.

One of the significant benefits of VR and AR is their ability to make cultural heritage more accessible. These technologies can be used to create virtual tours of museums and historical sites, allowing people with disabilities or those in remote areas to experience cultural heritage. Additionally, VR and AR can be used to create educational experiences that are engaging and informative for learners of all ages.

However, the use of VR and AR for cultural heritage is not without its challenges. One concern is the potential for these technologies to distort or misrepresent historical information. It is essential to ensure that virtual and augmented experiences are based on accurate historical data and avoid perpetuating stereotypes or misconceptions.

In conclusion, VR and AR offer exciting opportunities for preserving and presenting cultural heritage. By creating immersive and engaging experiences, these technologies can help to connect people with the past and foster a deeper appreciation for our cultural heritage. However, it is crucial to use these technologies responsibly and ensure that they are based on accurate historical information.

Digital Preservation of Endangered Languages and Oral Traditions

Endangered languages and oral traditions face a myriad of threats, including globalization, urbanization, and cultural assimilation. Digital preservation offers a powerful tool for safeguarding these invaluable cultural resources. By capturing and preserving endangered languages and oral traditions in digital formats, we can help to ensure their survival for future generations.

One of the most effective methods for preserving endangered languages is through audio and video recordings. By capturing native speakers in conversation, we can document the nuances of pronunciation, grammar, and vocabulary. These recordings can then be archived and made accessible to researchers, language learners, and communities.

In addition to audio and video recordings, digital technologies can also be used to create online resources, such as dictionaries, grammar guides, and language learning materials. These resources can help to promote the use of endangered languages and make them more accessible to a wider audience.

Another important aspect of digital preservation is the involvement of local communities. By working with community members, we can ensure that the process of digitalization is culturally sensitive and respects local traditions. This can also help to build capacity within communities and empower them to take ownership of their cultural heritage.

However, the digital preservation of endangered languages and oral traditions is not without its challenges. One major concern is the potential for digital decay. Over time, digital formats can become obsolete, making it difficult to access and preserve cultural heritage materials. To address this issue, it is essential to develop long-term digital preservation strategies and regularly update and migrate data to newer formats.

Digital preservation offers a vital tool for safeguarding endangered languages and oral traditions. By capturing and preserving these cultural resources in digital formats, we can help to ensure their survival for future generations. However, it is essential to approach this work with care and sensitivity, and to develop long-term strategies for digital preservation.

Ethical and Legal Challenges in Digital Cultural Preservation

The digital preservation of cultural heritage, while offering numerous benefits, also raises significant ethical and legal challenges. These challenges arise from issues such as copyright, intellectual property, cultural appropriation, and the potential for digital decay.

Copyright and Intellectual Property: Determining the ownership of cultural heritage materials can be complex, especially when dealing with traditional knowledge and practices that may not have clear copyright or intellectual property protections. This can lead to disputes over who has the right to digitize, preserve, and share cultural heritage materials.

Cultural Appropriation: The digitization and dissemination of cultural heritage materials can sometimes lead to cultural appropriation, where elements of a culture are taken out of context or used for commercial purposes without proper respect or acknowledgment. This can be particularly problematic when dealing with marginalized or Indigenous communities.

Digital Decay: Digital formats can become obsolete over time, leading to the risk of data loss and the inability to access cultural heritage materials. This poses significant challenges for long-term preservation and requires careful planning and investment in digital preservation technologies.

Privacy and Data Protection: The collection and storage of personal data, such as images of individuals or recordings of traditional ceremonies, can raise privacy concerns. It is essential to ensure that data is collected and stored ethically and in compliance with relevant data protection laws.

Addressing these ethical and legal challenges requires a collaborative approach involving cultural heritage institutions, governments, and communities. Developing clear guidelines and policies can help to ensure that digital preservation is conducted in a responsible and ethical manner.

Conclusion

The digital revolution has significantly reshaped the field of cultural preservation, providing powerful tools to enhance accessibility, improve preservation methods, and foster new forms of engagement. Technologies such as VR, AR, and AI enable us to interact with cultural heritage in unprecedented ways, offering immersive experiences and educational opportunities. However, this transformation also brings challenges, including issues of digital decay, ethical dilemmas, and the complexities of intellectual property rights. As we continue to leverage digital technologies for cultural preservation, it is crucial to develop long-term strategies that ensure the sustainability and ethical stewardship of our cultural treasures. By addressing these challenges proactively, we can harness the full potential of the digital revolution to preserve and celebrate our shared heritage for future generations.

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லிட்஫ெரி ஃபைண்டிங்ஸ்

பல்துறை ஆய்வுக்கான பன்னாட்டு ஆய்விதழ்

LITERARY FINDINGS

A Peer Reviewed International Journal of Multidisciplinary Research - ISSN : 2278-2311

VOL: 13

OCTOBER - 2024

ISSUE: 4

நகுலன் – நாவல் படைப்பாக்கத்திறன்

பா.சுதா

முனைவர் பட்ட ஆய்வாளர் - பகுதிநேரம், தமிழியல்துறை, அண்ணாமலைப் பல்கலைக்கழகம்,
அண்ணாமலைநகர் - 608 002.

பி.இன்னமுது

உதவிப்பேராசிரியர், தமிழியல்துறை, அண்ணாமலைப் பல்கலைக்கழகம்,
அண்ணாமலை நகர் - 608 002.

முன்னுரை

'காலத்திற்கேற்ற வகைகள்' என்கின்ற 'பாரதி'யின் கூற்றுக்கு ஏற்ப, இலக்கியப் படைப்புகளின் வடிவங்களானவை (உருவம், உள்ளடக்கம், உத்திகள் என.) இலக்கிய வரலாற்றின் ஒவ்வொரு காலகட்டத்திலும், அவ்வவ் காலத்து அனுபவ வெளியீட்டுத் தேவைகளைப் பொறுத்து, தோன்றியும் வளர்ந்தும் மாறியும் மறைந்துமே வந்திருக்கின்றன. இவற்றின் தொடர்ச்சியாகவே நாவல் படைப்பு முயற்சிகளில் நிகழ்த்தப்பட்டுள்ள மாறுதல்களையும் கொள்ள முடிகிறது. குறிப்பாக, 1960களுக்குப் பிந்தைய காலந்தொட்டு, தமிழ்ச் சூழலில் குறிப்பிட்ட நாவல் படைப்பாளர்கள் சிலரால், அவர்கள்தம் படைப்பாக்கப் பிரதிகளானவை திட்டமிட்டு, புதிய முறைமைகளில் ஆக்கப்பட்டு இருப்பமை என்பது கவனிக்கத்தக்க அம்சமாகிறது. இதற்கான காரணமாக, 'தாங்கள் தர எத்தனிப்பின்ற உள்ளடக்கக் கருத்துநிலைகளுக்கு அதுவரையிலான மரபு வழியாகப் பின்பற்றப்பட்டு வந்த உருவமும் உத்தி வகைமைகளும் போதுமானதாக இல்லை' என்கிற பதிலானது அவர்களால் முன்மொழியவும் பட்டிருக்கிறது. அவர்களுடைய இவ்விதக் கருத்து நிலையின் உண்மைத் தன்மையானதை, அவர்களால் படைக்கப் பட்டிருக்கின்ற பனுவல்களும் பிரதிபலித்துக் காட்டுவனவாகவே அமைவுபட்டிருக்கின்றன என்பதும் குறிப்பிடத்தக்கது. அந்தவகையில் நகுலனின் "யாத்திரை" நாவலின் படைப்பாக்கத்திறன் குறித்து காண்பதே இக்கட்டுரையின் நோக்கமாகும்.

நாவல் படைத்தலும் சூழலும்

நவீன தமிழ்ப் படைப்பிலக்கியச் சூழலில், நாவல் படைத்தல் எனும் செயற்பாடு தொடங்கப்பட்ட காலந்தொட்டு சமகாலத்திற்குச் சற்று முன்புவரை, நாவல் படைப்பாளி, தாம் படைத்த பிரதியின் வழி, அகதரிசனம், உள்ளொளி, சமுதாய எதார்த்தம், அழகியல் என்பன போன்றவற்றை மட்டுமே பெரிதும் வெளிப்படுத்திக் காட்டுதல் என்னும் போக்குதான் மிகுதியாக இருந்தது. இதனைக் கண்டு சலிப்புற்ற புதியன விரும்பிகள்' அவற்றிலிருந்து விலகி, பிரதியின் சூழல் சொல்லாடலின் வீச்சு, கதையாடலின் தள விஸ்தரிப்பு என்பனவற்றின் மீதெல்லாம் அதிகவனஞ் செலுத்தி, பழைய படைப்பாளர்களின் அர்த்தப் பிரதிபலிப்பு ரீதியான மேலாண்மையையும், நோக்கத்தையும் தகர்த்து, நாவல் மொழிதலின் அகப்பரப்பையும், அதன்வழிப் பெறலாகிற அனுபவங்களையும் விரிவு பிரதியைப் பன்முகப்பட்ட வாசிப்பிற்குரிய பிரதியில் வாசகருக்கான இடத்தை செய்தல், நாவல் ஒன்றாக மாற்றுதல், நல்குதல் போன்றவற்றை வலியுறுத்துவதுடன், அந்நாவலைச் சீரான போக்குள்ள, நேர்கோட்டு ம் பெறலாகிற வரிசையில் படைப்பதை மறுப்பது, பிரதிக்குள் விளையாட்டு, பிரதிக்கான மையத்தைத் தகர்ப்பது, பிரதியில் இடத்தை, காலத்தை வாசகரால் அனுமானிக்க இயலாத அளவிற்குச் சுழற்றிப் பரப்புவது, மரபுவழிப்பட்ட பலவிதங்களிலுமாக மீறுவது, கதைகூறல் மரபைப் புனிதங்களாக-உன்னதங்களாகக் கருதப்பட்டு வந்தனவற்றைக் கவிழ்ப்பது, அதிமுக்கியத்துவமில்லாத கருத்தாடல்களைக்கூடக்

கருவாகக் கொள்வது, நிறுவப்பட்ட அதிகார மரபுகள், அனைத்தையும் கேள்வி கேட்பது, பழமைக்கு மாற்றாக, புதிய புதிய படைப்பு முறைமைகளைப் புதுமைக்காக மட்டுமே கையாள்வது என்பனவற்றையெல்லாம் கைக்கொள்ளத் தொடங்கினர் எனலாம்.

நாவல் படைப்பு

நாவல் படைப்பு என்பது மானுட வாழ்நிலையின் அச்சலான பிரதிபலிப்போ, வாழ்தல் பற்றியான ஆன்மீகத்தேடலோ அல்ல; அது கலை மட்டுமே; அது பலவித பரிசோதனைகளைச் செய்து விளையாண்டு களிக்கக்கூடிய களம் மட்டுமே என்பன போன்ற கருத்துநிலைகளைப் பகரவும் தொடங்கினர். இவ்விதப் படைப்பு சார்ந்த கருத்துநிலை மாற்றங் களுக்கான வித்துகள், அவர்களுக்குப் பெரும்பாலும் மேலைதேயப் படைப்பாளர்களிடத்திலிருந்தே கிடைத்தன எனவும் கொள்ளலாம்.

தமிழில் புதுவித நாவல் படைப்பு முயற்சியில் தொடக்கத்தில் ஈடுபாடு கொண்ட புதுமைப்பித்தன், மௌனி முதலான பெரும் ஆளுமைகள்கூட, அம் முயற்சியைப் பாதியிலேயே கைவிட்டுவிட. ஜி.நாகராஜன், சு.ரா. உள்ளிட்ட பின்னவர்களோ ஓரிரு நாவல் பிரதிகளுடன் தமது படைப்புச் செயற்பாடுகளை அடுத்தடுத்து நிறுத்திக் கொண்டனர். ஆனால், 1960களின் தொடக்கத்தில் "யாத்திரை" எனும், தம் முதல் பரிசோதனை முயற்சி நாவலை எழுதத் தொடங்கியது தொட்டு, 'அந்த மஞ்சள் வெள்ளைநிறப் பூனை' எனும் இருபத்து ஒன்பதே பக்கங்களில் ஆன, தன் இறுதிநாவலை எழுதி வெளியிட்டது (2002-ஆம் ஆண்டு) வரை, தாம் எழுதிய 10 நாவல்களையும் 'பரிசோதனை' முறையில் மட்டுமே படைத்துத்தந்த நகுலன், இதன்வழி தமிழ்நாவல் படைப்புலகில், தனக்கெனத் தனியிடத்தைப் பெற்றுவிட்டவராகவே காணக் கிடைக்கிறார்.

சோதனை முறைப் படைப்பு முயற்சி எனில், நாவல் உருவத்தின் சில அங்கங்களில் மட்டுமோ, உத்திகளில் ஒரு சிலவற்றை மட்டுமோ ஏனைய படைப்பாளிகள் எடுத்துக் கையாண்டுவந்த நிலையில், உருவம், உத்திகள் மட்டுமின்றி உள்ளடக்க கருத்துநிலைகளையும் சேர்த்து, ஒட்டுமொத்தப் பரிசோதனைப் படைப்பு முறையை, மிகவும் லாவகமாகவும் நேர்த்தியாகவும் தம் படைப்புகளில் கையாண்ட விதத்தில், நகுலனின் இடம் தனித்துவமிக்கது என்பது குறிப்பிடத்தக்கது.

"நகுலனுக்கு தன் வாழ்க்கைதான் தன் படைப்பிலக்கியம். அவரின் நினைவும் கனவும் தனித்தனியாக என்றும் அவரிடத்திலிருந்து பிரிவதேயில்லை. இவை, பிரியாத இமையாக பிரமையான உணர்வுகளாக என்றும் நகுலனின் உலகில். அவரின் எழுத்தில் உயிர் பெறும் அவ்வுலகம், அக நிகழ்வுகளை நான்காம் பரிமாணத்துடனும் அசாதரண சாகசங்களுடனும் காட்டியமைவுறும் தன்மையுடையது (காவ்யா சண்முகசுந்தரம், நகுலன் நாவல்கள், பதிப்புரை, ப-iv) என்பர் விமர்சகர்கள். இதற்கொப்ப அமைகிற நகுலனின் சுயசரிதை சார்ந்த எழுத்து முறைமையானது, பிற படைப்பாளரின் படைப்பு முறைகளிலிருந்து, முற்றிலும் வேறுபட்டு நடையுறுவதை வாசகர்கள் இனங் காணலாம். இதற்கு வலுசேர்க்கும் விதமாக, நகுலனின் நாவல்கள் அனைத்தையும் ஒரே தொகுப்பாக ஆக்கிப் பதிப்பித்த படைப்பாளி காவ்யா சண்முகசுந்தரம்,

"இதில் எட்டு நாவல்கள் உள்ளன. என்னைக் கேட்டால் இவையெல்லாம் ஒரே நாவல்தான்' என்பேன்; ஒரே நாவலின் எட்டுப் பாகங்கள் மட்டுமேதான் என்பேன். இவையெல்லாம் ஒரே நீளமான டைரிதான், மொத்தத்தில் (ப - iii) என்று கருத்துரைப்பர். இதனை உறுதிப்படுத்திடும் விதமாகவே, பின் வருகிற நகுலனின் கூற்றும்அமைவு பெறுகிறது:

"நான், எதை எப்படி எழுதினாலும், நான் எழுதுவதனைத்துமே என் மூலம் வந்து, 'நானாகத்தானே' விரிகிறது" (வேளை வந்துற்ற மட்டுமே. போது, ப.8) என்பார். இதன்மூலம், தன்னைப் பற்றிய, தன் சுய அனுபவ உலக்கைப் பற்றிய எழுத்தாடல்களாக நகுலனின் அனைத்துப் படைப்புப் பிரதிகளும் அமையும் என்பது வெளிப்படையாகிறது. இவ்வித வெளிப்பாட்டு முறைமையில் முதலிடத்தை வகித்திடும் பிரதியாக அமைவதுதான், அவரால் 1963இல் எழுதப்பட்ட 'யாத்திரை' எனும் குறுநாவல்.

ஒரு நாவலைப் படைப்பதற்கான வழக்கமாகக் கையாளுகிற அம்சங்களாகப் பெரிதும் இருக்கக்கூடியவையான உயர் இலட்சியங்கள், எளிதில் கையகப்படா கனவுகள், புதிய புதிய அறவலியுறுத்தல்கள், மற்றும் கண்ணிறைந்த காதல்கள் - விதவிதமான மோதல்கள், விட்டுக் கொடுத்தல்கள் - அர்ப்பணிப்புகள் என்பவை பலவும், கச்சாப் பொருட்களாக ஏந்தப்பட்டு, அவை சரிவிகித சமானமாகக் கலக்கப்பெற்று, பின்னிப் பிணைக்கலுற்ற பெரும் பிரதியாக உருவாக்கப்படுகிற செயல்பாடு ஒருபுறம். வணிக எண்ணங்களை மனதுள் ஏந்தி, வெகுஜன மனோநிலைகளை பன்முகப் பிரயத்தனத்துடன், வாசகரைக் 'குஷி' படுத்த முனைகிற எத்தனங்கள் மறுபுறம். இவ்வாறாகவே, பெரும்பான்மையான படைப்பு முயற்சிமைகள் தமிழ்நாவல் படைப்பிலக்கியச் சூழலை முன்னெடுத்து நகர்ந்து வந்த வேளையில், அதிதனிமை, துக்கம், துயரம், விரக்தி, வெறுமை, நோய்மை, இழப்பு என இன்னும் இவை போன்ற பிற உணர்வு இத்தியாதிகளை மட்டுமே உள்ளடக்கக் கருக்களாகக் கொண்டு, 'நினைவுப் பகிர்தலைத் தம் கூறுதலுக்கான உத்தியாக மாற்றி, புதுவகை நாவலொன்றைப் கதை படைத்துத் தரமுடியும் என்கின்ற ஒரு நூதனப்போக்கு ஒன்று தமிழ்ச்சூழலில் உருவெடுத்தது, இவ்வித நூதன நாவல் உருவாக்க முயற்சிக்குக் கால்கோள் இட்டவராக அமையலுற்றவர்தான் நகுலன்.

நாவலைப் பற்றி நகுலனின் கூற்று

20ஆம் நூற்றாண்டின் நடுப்பகுதியில் தொடங்கிய நகுலனின் படைப்புத் திறம், ஏனைய பிறரிலிருந்து நாவல் விடுபாடு கொண்ட தனித்துவங்களைத் தன்னகங் கொண்டதுதான் எழுதத்

என்பதற்கு, 'கிரவுன் சைசில்' வெறும் 46 பக்கங்களையே கொண்டு அமையப்பெற்ற 'யாத்திரை' என்கிற இவரின் முதல் நாவலே சான்று

எனக்கு இருநூறு அறுநூறு பக்கங்கள் என்று நாவல் எழுதுவதைவிட சிறிய சிறிய நாவல்கள், நூறு நூற்றிருபது பக்கங்களுக்கு அதிகம் போகாமல் எழுதுவதில்தான் ஒரு அலாதி யான திருப்தி, நூறு பக்கங்களில் சொல்லமுடியாத விஷயம் எதையும், இலக்கியாசிரியன் ஐநூறு பக்கங்களில் சொல்லிவிட முடியாது. என்பதுதான் என் நினைப்பு. இவ்வித முறையில்தான் நாவல்களில் கருத்தாழமும் கட்டுக்கோப்பும் கனமும் சிறப்பாக வரக்கூடும் என்று நான் எண்ணுகிறேன்" (ப - 4) என்கிற க.நா.சு.வின், நாவல் படைப்புமுறை குறித்த கருத்தோடு ஒத்திசைகிற நகுலன், அவர் குறித்துச் சென்ற பக்கவரையறையைக் காட்டிலும் மிகவும் குறைவாக்கித் தனது முதல் நாவலான 'யாத்திரை'யைப் படைத்திருக்கிறார் என்பது இவ்விடத்து கவனிக்கத்தக்க அம்சமாகிறது.

நகுலனின் தனித்திறம்

இதுபோன்று வடிவத்தில், பக்க அளவில் தமிழில் அதுவரை தமிழில் வேறு நாவல்களே வந்திருக்கவில்லை என்பதுதான் 'யாத்திரை' எனும் இந்நாவலின் சிறப்பே அடுத்து, இதில் இழைவுகிற கதாம்சம் என்பது மிகமிக எளிமை கொண்டதுதான் என்றாலும், படைப்பாளி தனது ஆழ்மனக் கிடக்கையை மட்டுமே வெளிப்படுத்திக் காட்டிட முனைகிற முயற்சியில், விதவிதமான உத்தி முறைகளைத் தன்னுள் உட்கிடையாக்கி, அது சொல்லப்பட்டுள்ள விதத்தால், இது சிறப்புக் கவனத்திற்குரியதாகி விடுகிறது.

"பேரூர்க் கடை பஸ் ஸ்டாண்டிற்கு மிக அருகில் உள்ள சிறுவீட்டில் தனியனாகத் தங்கியிருப்பவன்தான் நவீனன்; அந்த வீட்டில் இவனைத் தவிர வேறு ஒரு ஆத்மா யாருமில்லை. தெருநாயைத் தவிர (ப.41) என்கிற நகுலனின் விவரிப்புடன் தொடங்குகிறது 'யாத்திரை'.

(நகுலன்), மகாராஜாவின் பக்கத்து வீடாக இருப்பினும், அவ்வீட்டைக் கோரப் பற்களைக் கொண்டு கரையான்கள் ஒரு பக்கமாக அரிக்க, விட்டுவிட்டுப் பெய்கிற மழையோ மறுபுறம் கரைக்க, காலமோ கைக்கெட்டிய வரை, பகுதி பகுதியாகத் தகர்க்க, தொடர்ந்து சிதிலத்தைப் பெற்று வருகிற அப்புராதன வீட்டில், தான் மட்டுமே தனிக்கட்டையாகத் தவித்துவரும் தலைமை மாந்தர்தான் நவீனன். தன்னிடம் நிரந்தரமாகத் தங்கிவிட்ட தனிமையோ கோர தாண்டவமாட, தன் முதுமையின் ஏகோபித்த நெடி யாங்கும் வியாபித்திட, தனிமை கிளர்த்துகிற துயரம் ஒரு மெல்லிய போர்வை போன்று யாங்கும்விரவிப் போர்த்திட, அந்த வீட்டை மட்டுமே சுற்றி, வளைய வளைய வந்து, தன் தனிமைத் துயரைத் தட்டி உதிர்த்திட முயலுகிற நிலையில், பகிரப்படுகிற நவீனனின் நினைவுகளே சம்பவங்களாகின்றன. 'யாத்திரை' எனும் இக்கதைக்கான இந்நாவலின் நவீனனுக்கும் மையக்கதாமாந்தராக அவனது தந்தைக்குமான இடம்பெறுகிற உறவின் விவரிப்பே 'யாத்திரை' என்று கூறலாம். "ஒருவகையில் இது காஃப்காவில் 'தந்தைக்குக் கடிதம்' போன்றது. 'யாத்திரை'யின் இதுவாயிருந்தாலும் இதில் பெரும்பகுதி நாய்களைப் பற்றியதான வேடிக்கையான சம்பவங்களும் மனப்பதிவுகளும் இடம்பெற்றுவிடும் நுட்பமான. சித்திரிப்புகளுடன் கூடவே 93 விளையாட்டுகளும் சேர்ந்து கொள்ளும். லிஸ்ஸி, ஜிம்மி, வால்டர், அச்சதன், ஸாம் என்று ஐந்து நாய்கள் இதில் இடம் பிடித்துக் கொள்கின்றன. 'நாய்கள்' என்ற பெயரிலேயே நகுலனின் நாவல் இருக்க, இதிலும் நாய்களே ஆக்கிரமித்துக் கொள்வது நூதனமானது" (சா.தேவதாஸ், முடிவுறாத தேடலும் சிறகடிப்பும், நகுலன் இலக்கியத் தடம், (ப.74) என்கின்ற முன் வழிகாட்டலுடன் இந்நாவலுக்குள் பிரவேசிப்பின், இது கிளர்த்துகிற அனுபவங்கள் மேலும் மேலும் பன்முகங் காட்டத் தொடங்குகின்றன.

இறுதி யாத்திரைக்கு என ஆயத்தமாக இருக்கிற அவ்வீட்டில் - தம் வயது, வயோதிகத்தின் வாசற்படியை எட்ட முனைகின்ற நிலையில் யாரொருவராலும் கவனிக்கப்படா நிரகதி நிலைமையில், யாரோடும் எவ்வித ஒட்டுதலும் இன்றி, 'லிஸ்ஸி' என்கிற ஒரு நாயை மட்டுமே துணையாக்கி, மங்கலானதோர் வாழ்முறையை மேற்கொண்டு வாழுகிற நவீனன், தாம் ஒவ்வொரு காலகட்டத்திலுமாக, ஏனைய பிற நான்கு நாய்களுடன், கொண்டு வாழ்ந்து வந்த தொடர்பு களைப் பற்றிப் பேசுவது போலதான் முதல் வாசிப்பின்போது அமைந்திருக்கிறது இந்நாவல்.

ஆனால், பலநூறு ஆண்டுகளைக் கடந்து வந்துள்ள நிலையிலுங் கூட இந்திய-தமிழகச் 'சமூகமானது: 'குடும்பம்' என்கிற ஸ்திரமான நிறுவன அமைப்பின் மீதாகச் சம்மணமிட்டு, திடமாக அமர்ந்துள்ள நிலையில், தன்னுள் ஆட்படாத அகப்பட விரும்பாத ஒருவரை - அது உதறித் தள்ளுவதும், தன் கால்களில்போட்டு மிதித்து நசுக்குவது என்பதுமான செயற்பாடுகளை இன்றுங்கூட, மிகவும் இரசித்தே செய்து வருகிறது என்ற நிலையில், இதன் கோரமிதிபாடுகளில் சிக்கிச் சீரழிவு பெற்றவராக ஆனவர்களில் நகுலன் பிரத்யேக இடம் வகிக்கிறார் என்பதை 'யாத்திரை' அடையாளங் காட்டிநகர்வுகிறது. குறிப்பாக இப்பிரதி, மானுட வாழ்நிலைகள் பற்றியான ஆதாரமான அடிப்படை உணர்வுகளை, வினாக்களாக ஆங்காங்கே எழுப்பியபடியேயும் நீள்கிறது. பல'வார்த்தைகள் மூலம் வாழ்க்கை நதியைக் கடந்துவிட முடியும்' என நம்பி, தனித்து வாழுகிற ஒரு நாவல் எழுத்தாளரான நவீனன், தனது 52ஆவது வயது வாக்கிலே, தனக்கான வாழ்வு முடியப் போகிறது என உணர்ந்திடும் தருணத்தில், தன்னைப் போன்றே வயோதிகத்தையும் நோய்மையையும் தனிமையையும் இயலாமையை யும் ஒருங்கே எதிர்கொண்டு பெற்று, சோர்ந்து படுத்திருக்கும் 'அச்சதன்' எனும் நாயைக் காணும் நிலையில், அதன் வாழ்க்கையை ஒரு நாவலாகப் படைக்க வேண்டும் என்கிற உந்துதல் பெற்று அந்த நாயைப் பற்றி ஒரு நாவலையும் எழுதத் தொடங்குகிறார். அவ்வேளை அவரின் வாழ்வில்

பங்கேற்ற ஐந்து நாய்கள் பற்றிய நினைவுகளும், அந்நினைவுகளின் உள்ளீடாக அவர்தம் குடும்ப உறவுகளும், காதல் உணர்வுகளும், படைப்பு சார்ந்த அனுபவங்களும், சமகாலச் சமூகச் செயற்பாடுகளாக உடன் கிளர்வுபெற்று அவை கதையாடல்களாகவும் விரிகின்றன.

"தன் அறைக்குள், அருகில் அச்சுதன் அமர்ந்திருக்க, அவன்தன் வாழ்க்கைக்கு ஒரு உருவம் கொடுக்க, தான் கண்ட நாய்களின் வரலாற்றைப் புனைவதில் தன் முழு முயற்சியையும் செலுத்தி வந்தான். அவன் எழுதிக் கொண்டிருக்கையில் அச்சுதன் பேசாமல் படுத்துக் கொண்டிருக்கும். அதற்கு அவன் என்ன எழுதுகிறான் என்றோ, ஏன் எழுதுகிறான் என்றோ, தனக்கும் அவனுக்கும் அந்நூலுக்கும் இதில் என்ன தொடர்பு உண்டு என்றோ, அவன் எழுதுவது சரியாக வந்துவிட்டது என்றோ, அதை எழுதிமுடித்த பிறகு யார் யாரைப் பிடித்து எப்படிப் பிரசுரமாக்குவதென்றோ, ஒரு கவலையுமில்லை. ஆனால், இதையெல்லாம் தாண்டி அதற்குள் அவன் மீதிருந்த அடிப்படை விசுவாசத்தை அவன் ஒருபோதும் சந்தேகித்ததில்லை" (பக்.2-3) என்ற வகையில் விவரணை பெறலாகிற 'அச்சுதன்' பற்றியான கதையானது, கூடவே இன்னுமொரு நாயினைக் கவனப்படுத்தத் தொடங்கிவிடுகிறது. அக் கவனம் ஒரு காலண்டர் படத்திலுள்ள நாயின் படத்தின் மீது குவியத் தொடங்குகிறது.

இவ்விதத்தில் கதைக்குள் கதை, நினைவுக்குள் மற்றொரு நினைவு என ஆழ்ந்து ஆழ்ந்து, அதி ஆழத்திற்குள் சென்று கொண்டே இருக்கிற நகுலனின் கதைகூறல் முறைமையானது. கதையை வாசித்துச் செல்லுகிற வாசகரைத் தன்னுடன் பிணைத்து, தனக்குள்ளாகவே ஆழ்த்தி விடுகிற செயற்பாட்டையும் உடன் நிகழ்த்தி விடுவதால், தான் வாசித்த அக்கதை வேறு; அதன் வழிப்பெறலாகிற முடியாமல், அதனுள்ளாகவே வாசகர்கள் ஐக்கியமாகி விடுகிற நிலை அனுபவம் வேறு என்பதைப் பிரித்தறிய உருவாகி விடுகிறது என்பதானது, இவருடைய கதைகளின் பலமும் பலவீனமுமாக ஆகிவிடுகின்றன.

'யாத்திரை' எனும் இந் நாவலின் முடிவானது, நாய்களின் பூர்வாங்கத்தைப் பற்றிச் சிலாகிப்பதுபோல இருப்பினும், மானுட வாழ்வை மாற்றத்திற்கே ஆட்படாத ஒன்று என்று நினைந்து, தம்மைத்தாமே ஏமாற்றிக்கொண்டு வாழ்கிற, ஒருவித விநோதப் பிராணிகளான மனித வாழ்நிலை மீதான விமரிசனத்தை விளம்பித் தான் நிறைகிறது எனக் கொள்ள முடிகிறது.

'யாத்திரை' எனும் நாவல் தன்னகங்கொண்டுள்ள ஆறு அத்தியாயங்களில், ஐந்து நாய்களையும் அவை நினைவுபடுத்துகின்ற ஐந்து மனிதர்களையும் விவரித்து, ஆறாவதாகவும் முடிவானதாகவும் அமையப்பட்டுள்ள அத்தியாயத்தில், நாய்களின் உலகையும் மனிதர் களின் இயல்புகளையும் ஒருங்கிணைத்துப் பேசியுள்ள வகையில், தன்னைவிட்டுப் பிரிந்து சென்ற மனித ஜீவிகளுள் தன் தாயை மட்டும் தவிர்த்து, ஏனைய பலரையும்விடத் தன்னுடன் இருந்து சென்ற நாய்கள் மேன்மையானவை எனும் தொனி தோன்ற, எழுதப் பட்டதாக இந்நாவல் காணக் கிடைக்கிறது. மேற்கொள்கிற யாத்திரைக்கு என்றும் முடிவேயில்லை என அர்த்தப்படுத்திக் கொள்ளும் விதமாக இந்நாவல் முடிவைத் தருகிறது.

1963இல் தொடங்கி 2002 வரையிலுமாக, நாவல் படைப்பில் நாற்பது வருடங்களைக் கடந்தவர் என்பதுடன், சோதனாமுறை நாவல் படைப்பு மரபைத் தோற்றுவித்து, அவ்விதப் புதுமுயற்சியின் மூலம், நாவல் படைப்புப் பிராந்தியத்தின் எல்லைகளையும் விஸ்தரித்தவர் என்ற விதத்தில், நகுலன் தமிழில் தனித்துவம் பொருந்திய நாவல் படைப்பாளராகவும் தன்னை நிலைநிறுத்திக் கொண்டிருக்கிறார். நகுலன் எதிர்கொண்ட அனுபவங்கள், சந்தித்த மனிதர்கள், படித்த புத்தகங்கள், பெற்று இழந்த இழப்புகள் முதலானவைதான் இவருடைய நாவல் படைப்புகளுக்கான ஆதாரத் தகவல்களாக அமைந்திருக்கின்றன. ஆனால், இவரின் எந்தவொரு நாவலும், இந்தத் தகவல்களின் வெற்று நகல்களாக அமையாமல், கலையம்சம் பொருந்திய புனைவுப் பிரதிகளாக அமைந்தமை என்பதுதான் இவருடைய நாவல் பிரதிகளின் சிறப்பம்சம். நகுலன் எதிர்கொள்கிற எவ்வொரு அனுபவமும் அவருள் மற்றொரு பிரதிமையை உருவாக்கி, காலநகர்வில் அதுவே படைப்பாகவும் வெளிப்பாடாகிறது என்பதுதான், இவரின் நாவலுக்கான கதைக் கருத்தேர்வு என்கிற சூட்சுமம்.

முடிவுரை

நகுலனின் நாவல்களுள் புறநிகழ்வுப் பதிவுகள் என்பவை மிக சொற்பமாகவும், தனிமை, வெறுமை, இழப்பு முதலான அகவுணர்வு நிலைப் பதிவுகள் என்பவை மிகுதியாகவும் இருக்கின்ற வகையில், ஒருவித அலாதிமான ஈர்ப்பை வாசகரிடத்து ஏற்படுத்திட இலையே காரணிகளாகவும் அமைந்துவிடுகின்றன. கதைக் களங்கள் என்பவை வீடு, முற்றம், வாசல்மிகக் குறுகியவை; கட்டமைப்பு என என்பது அந்நாவலுக்கான புத்தம் புதிய பாணி, நாவல் விவரணை பெறுகிற களம் பரப்பளவில் மிகமிகச் சிறியது, பாத்திரங்களுக்கூட மனவெளிமாந்தர்கள் மட்டுமே. குறிப்பாக, நகுலனும், அவரின் நண்பர்களும், நிழலுலகக் காதலி சுசீலாவும், நாய்களும் பூனைகளும், பாம்பும், தேரையும் மட்டுமே. நகுலனின் வாழ்வும் படைப்பும், நினைவும் கனவும் தனித்தனியே பிரியாமல் படைப்புகளாகப் பிரதமலிப்புறுகின்றன என்ற வகையில்தான், இதுவரையிலுமாகப் படைக்கப்பட்டுள்ள ஒட்டுமொத்தத் தமிழ் நாவல்களுள், மிகமிக முக்கியமானவை எவை என, யாரேனும் தேடித் தொடுக்க முற்படின், அவற்றுள் 'நினைவுப் பாதை,' 'நவீனன் டயரி' முதலான நகுலனின் நாவல்களுக்கும் இடமுண்டு என்பது உறுதிப்படுகிறது. மொத்தத்தில், நகுலனின் நாவல்கள் அனைத்தையும் ஒருங்கே தொகுத்துப் படிக்க முற்படுகிற ஒரு வாசகர், அவரின் 'நாவல் படைப்புலகு' மிகவும் வளமானதுதான் என்கின்ற முடிவுக்கு நிச்சயமாக வர முடியும் என்பது திண்ணம்.